

PERSONAL

A few weeks ago, I tried out a new toy at the Oxford University Careers Advice Office, where, after filling out a questionnaire, you feed your answers into a digital computer and get back a list of suitable careers.

It is fun to do, like questionnaires in women's magazines about whether you are a good wife, or mistress or mother, only less humiliating. But try as I would (and because it was still vacation, and there was not a great queue of undergraduates behind me waiting to have a go, I stuck at it, filling out and re-filling in my answers to the questions, attempting ever greater honesty) . . . try as I would I could not extract from the computer any suggestion that I should enter the teaching profession, either in school or university, nor was there a hint that I should try journalism.

No, whichever way I filled out the form, I emerged as a potential barrister, possibly a diplomat, perhaps a systems analyst, but always, positively, an advertising copy-writer, advertising executive or salesman. My husband, who had tried out the computer a few days before, had emerged

like me as a possible barrister or diplomat, but also as someone suitable for teaching in a university, and especially someone fitted to be a careers adviser. Perhaps he should really have been a computer.

But as for me, where did I go wrong? I have now got permission to look at the data on which the program is based. It is derived from the average of career advisers' views as to what characteristics are demanded by each career. It will be fascinating to discover what they jointly think are the qualities necessary to make a teacher. I said I like explaining things, working as part of a team, expressing myself logically, and I thought I did not mind, indeed wanted to earn a lot of money quickly, or that I required a lot of mind, indeed my work, I said I didn't mind, indeed I didn't mind foreign travel, that I didn't mind having to dress reasonably tidily for the job. How could I not have come out as a teacher? We shall see. For the time, perhaps, I simply have to think that I've been wasting my life.

But at least I haven't had to waste it attending the headmasters' or headmistresses' conference. Though the



Mary Warnock

conference is now well behind them till next autumn some of them may still be reflecting on it, and wondering whether it was worth all the effort and expense.

However, this year, we read, they

DIARY

A Miss D D Dakin, of Huckingham Gate, writes to the *TES*, questioning the integrity of my views on "independence" in education. It transpires that she is the one-time headmistress of a Bristol academy for young ladies of gentle birth and has been fired in her declining years to propagate the cause of private schools in general and fee-paying education in particular. Though I have never met her, I am sure she is a positive Miss Jean Brodie in the independence of her views on education, but like Miss Brodie, she commiserates with the other. I shall make a modest foray into her education.



Educating Miss Dakin

government to smile upon them. Rather well, it seems they now have a turnover of £500,000, 15 full-time employees in London and lots more in the regions. What's more they are raising their sights beyond the narrow confines of Britain to the world beyond. ISIS International has gone into the lucrative educational agency business, headhunting suitable youths in the far-flung corners of our former empire, in all up, the agency's market, where indigenous recruiting has never been very easy.

I recall that Tim Davlin, the ISIS's supposed head, pages of conscience, was a member of the noble profession of Journalism, 10 years ago to become the private editor's PR man. He shouldn't have worried. Now that privatization is in vogue, he's not only in the swim of fashion but making a tidy little profit for our balance of payments.

I am nominating three candidates for the ISIS Educational Independence Emmy Awards, and I'm sure Ms Dakin will approve of them all. I begin with the sociology department at the Polytechnic of North London, now under attack by Sir Keith and his advisers, who by implication, threaten the whole integrity of the Council for National Academic Awards, who gave the "independence" to describe Sir Ian Gillman's "Leading Tory War".

Three years ago, the Select Committee recommended that the Select Committee "away from inspecting higher education, since we doubted whether all of them were quite up to it; we also wondered whether it was right for these folk to be let loose in one half of leaving the other half exempt. The highly publicized operation at PNL gives the impression that there is less accountability in polytechnics than in universities and that standards are lower."

If Sir Keith Joseph suffers from this delusion, I advise him to take Ms Dakin, one evening during the recess, to the film *Educating Rita*, which is set in elite academic pastures and in which Michael Caine plays an inebriate En-

glish don. Let off with a warning, after falling down drunk at a lecture, he is asked by his Liverpool O.U. student, Rita, what would be a cause for dismissal. "Bulgering the burger", replies Caine; later he does, metaphorically, and is offered a sabbatical. I'm not advocating quite this degree of lunacy. Sir Keith might allow them just a little elbow room to run their own show.

My second candidate I have mentioned before in this column. It is Mr Phillip Toogood, the sacked head of Madeley Court School in Telford, which was until recently one of our few real community schools.

Shropshire education committee have now produced two reports (one while one of the other) on the affair, to justify their interference with Mr Toogood's educational independence. I found both unconvincing, but if anyone wishes to check, I feel sure the Education Officer, Mr J. Boyer (Shirehall, Shrewsbury, Salop) will be happy to supply abundant copies.

One report - in effect - blames Shropshire's own advisory service for concealing the fact that they'd been

encouraging Mr Toogood for years in his community school aspirations. So I suppose these advisers are next in the firing line.

Though lacking HMI's royal seal of approval, the whole point of an I.A.A. professional advice, untainted by the employers' political prejudices - which their lords and masters can then accept or reject. Even if my great white hope, Dr Barbara Marsh, the intelligent chair of the education committee, does eventually cave in to the Neanderthal Salopians around her, it do sincerely trust that her advisers will stick to their guns.

The reform at Madeley Court of which Shropshire's New Right oow seizes upon, is the translation of the school day, in proper conformity with the law of the land. It was a diet on which I was nurtured as a child, and though it left me morally unseated, I've always been grateful that it provided some secular instruction in the wonders of sixteenth century English.

I remember standing there, as a nine-year-old, with my eyes shut, utterly bemused about the import of

had a psychiatrist to talk to them, who seemed a sensible enough fellow. He said, what we all know, that children are often deeply embarrassed by grown-ups, their teachers and especially their parents. He said that what embarrasses them most is when the grown-ups are the children, copying their clothes and their vocabulary in order to show that there is really no gap between the generations.

One of the difficulties encountered by grown-ups who try these tactics is that they soon get out of date, and that they betray their fundamental difference from those with whom they attempt to identify. Children and adolescents change their fashions and their crazes swiftly, mysteriously and extraordinarily frequently. A grown-up who has picked up a word, or a kind of T-shirt, may continue to use it long after it has ceased to be currency in the playground or classroom where it played longed. Think, for instance, of what happened to the word "square", still he heard occasionally on the lips of geriatric (formerly "with-it") relics of the fifties or sixties. Think what happened to long hair. Nothing is more aging, or indeed more embarrassing,

than the sight of a middle-aged woman with a long straight curtain of hair, or a man with a pony-tail.

The headmaster's psychiatrist said that children hated this kind of thing because they needed the generational gap. And I suppose, on this view, they may go to greater and greater lengths to preserve it. It would take a bold teacher to adopt a multicoloured mohican hairstyle, in order to show that he was one of the lads. But the truth may be simpler. I believe that children know that the gap exists. What they hate is the intrusion of those who try to cross it into their private preserve.

The same phenomenon can be observed where the gap is not one of age but of social class. To pretend to be working-class when you are not is an intrusion, just as is the now probably rarer practice to be upper-class when you are not.

Incidentally, I would like the psychiatrist to explain to me the use of the word "kid" for "child". It seems to me, somehow, a word which attempts to bridge a gap. But is it a class or an age gap? And do children like being called "kids"?

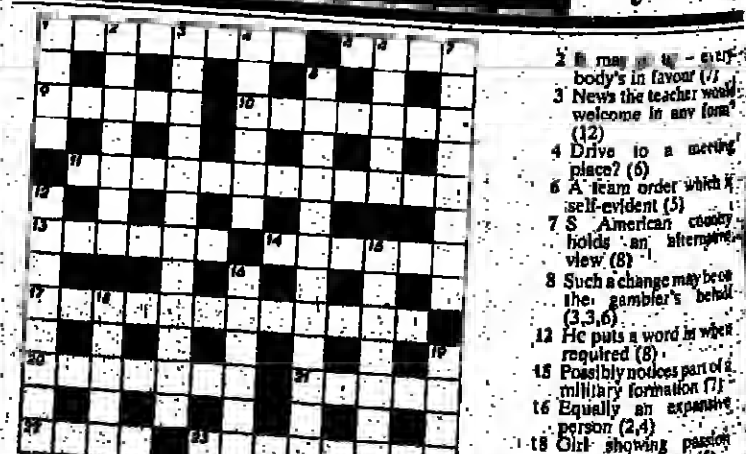
Lea, chairman of the governors of Balsall County Junior and Infants School in Balsall Heath, Solihull. He never met him either, but he seems to be an eminently sensible fellow, with an impressive prose style. He writes to Councillor Ellis, the chair of Solihull education committee, "as a grammar-school educated person, a Conservative figure in this area for nearly 20 years, a parent with children at the sixth-form college, the Heart of England sixth form, in the secondary sector and the junior school". So he probably can judge the Solihull system rather better than Councillor Monahan, the leader of the Labour Party, who has entrusted his children to the school.

Dr Lea proceeds, "while clinical accuracy, to tear apart every shred of the case for the reintroduction of the 11-plus in Solihull. He goes on: 'I also believe like you in the pursuit of excellence and this can be done within the present system. Your committee should be facing up to the real issue which is not changing the present guaranteed catchment area policy to limited selection and parental preference but to improving the existing schools to the standard of the best so that the policy is more fair across the whole borough.'

I've seldom heard it said better. Ms Dakin and Dr Lea should get together some day. He could teach her a thing or two about both independence and parental choice.

Christopher Price

No 122 CROSSWORD by Rufus



Across

- 1 A host of local supporters (6)
- 5 A phrase that climber gradually (4)
- 9 Piece of land is on lease (3)
- 10 Feeling 'in one' to get pushed around (7)
- 11 Subset of an electric fan? (4)
- 13 Rank contributed the detective (6)
- 14 Black, human, washed letters (8)

Down

- 2 One's first address (6,6)
- 3 News that teacher would welcome in any form (12)
- 4 Drive to a meeting place (6)
- 6 A team order which is self-evident (3)
- 7 S. American country holds an alternate view (8)
- 8 Such a change may test the gambler's school (3,3,6)
- 12 He puts a word in which required (8)
- 15 Easily replaces part of a military formation (7)
- 16 Equally an expensive person (2,4)
- 17 Not enjoying position over-loved and (2)
- 19 Uninteresting piece of scenery (4)

Solution to Puzzle No 121

1. LOCAL SUPPORTERS
2. FIRST ADDRESS
3. NEWS
4. DRIVE
5. CLIMBER
6. TEAM ORDER
7. ARGENTINA
8. ALTERNATE
9. LEASE
10. IN ONE
11. FAN
12. WORD
13. DETECTIVE
14. BLACK
15. REPLACES
16. EXPENSIVE
17. NOT ENJOYING
18. HUMAN
19. SCENERY

THE TIMES Educational Supplement

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Girl's guide to the PSB

The English public school boy is as heroic as ever; never happier than when willing cold baked bean sandwiches, putting on last week's socks or riding down drunk at parties.

The headmaster, if affectionate, view comes from Miss Rebecca Irvine whose new book on the "breed", *A Girl's Guide to the English Public Schoolboy*, was published by Enigma last year.

Use the book to help girls who are "crazies" enough to become engaged with public school boys (PSB).

ideo special ideo

What are the social & psychological effects of British children's video & teachers think? Facts, figures, interviews and the latest research.

Pages 21-25

VIDEO EXTRA VIDEO

What are the educational benefits of video?

What is available now and what lies in the future? The hardware, the software & the action in schools. Page 29-36

Battered face of maths highlighted by two reports

by Carolyn O'Grady and Nick Wood

The standard of maths teaching in secondary schools came under heavy fire last week.

A comparison of standards between British and German pupils shows that British pupils appear to trail a full two years behind their German counterparts.

A survey of maths staffing found that the upsurge in computer studies is draining thousands of senior teachers away from their own

Meanwhile, another survey suggests that maths is losing the equivalent of nearly 2,000 full-time teachers to computer studies.

This is approximately three times the 1980 estimate included in the Cooker Report, and is especially significant in the light of the serious shortage of suitably qualified maths teachers.

The findings of the survey, carried out by Mr Neil Straker, a lecturer in maths education at Newcastle University, are based on replies to a questionnaire from 103 secondary schools in the north of England.

Maths teachers, including heads of department, were teaching computer studies at 86 schools, 83 per cent of the sample.

In some cases the total number of periods taught was very high. Five schools required maths staff to teach a total of more than 40 periods of computer studies a week. The average number of periods taught by maths staff was 14.4.

Mr Straker said that a national projection of his findings on to the 4,600 secondary schools in England and Wales, showed that the equivalent of more than 1,900 maths teachers were being diverted into computer studies, but that, in practice, the consequences might be even more serious, since in many schools the heads and deputy heads of maths departments were teaching computer studies.

German success page 8

Cash threat to wider Assisted Places

by Richard Garner

Government plans to widen the scope of the controversial Assisted Places Scheme - under which children from poorer families could have a subsidised place at an independent school - are likely to be killed off because of a shortage of cash.

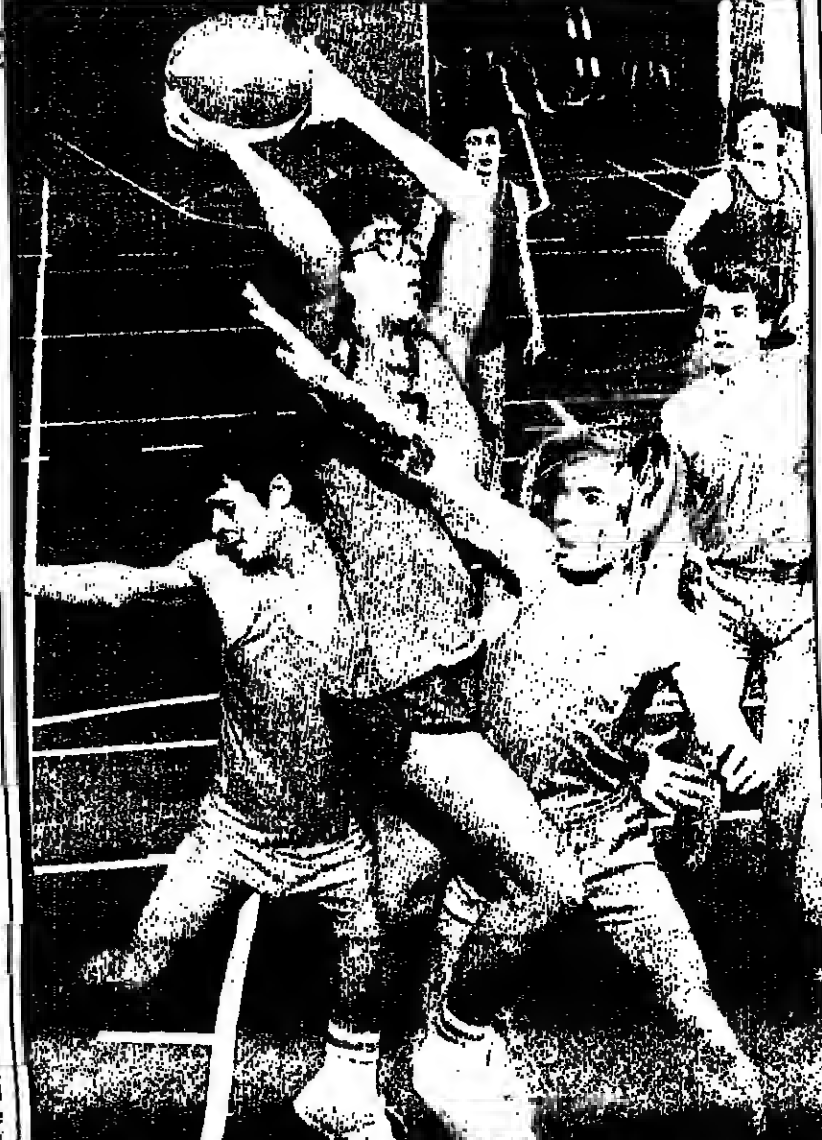
Sir Keith Joseph, Education Secretary, made it clear to a delegation of head teachers this week that the pressure on education spending meant there could be no extension of the scheme's criteria to allow it to help fund boarding places.

He also told the delegation from the National Association of Head Teachers that he doubted whether there could be even a modest expansion of the scheme to allow it to offer more places to talented children.

Mr David Hart, NAHT general secretary, said: "He said he would like to move a little further in terms of numbers but showed considerable doubt as to whether there could be even a modest expansion of the scheme. We made it quite clear that we were fundamentally opposed to the Assisted Places Scheme."

Only last month Mr Peter Brooke, Parliamentary Under-Secretary at the Department of Education and Science, said an overhaul of the scheme was "very much on the Department's agenda" and that proposals to allow it to include subsidised boarding places for children from problem families and those with handicaps - as well as plans to offer more places to talented children - should be considered.

The scheme provides 14,000 places for bright youngsters from poorer families at a cost to the taxpayer of £10m a year. During the election campaign, Mr Roger Eillo, chairman of the Headmasters' Conference, called for a "significant" expansion of the scheme.



Time out . . . Winchester College boys in a basketball match against inmates from the local prison this week. The match, a first for both sides, marked what is hoped to become a permanent link between Winchester Prison and the school, aimed at encouraging good relations between them. Sports instructor, Mr John Hill, for the prison, said: "There has been no contact between the boys before - they are from two very different schools. This match is something quite historic."

Irish union bans lunchtime duties

A teacher's union in Northern Ireland has told its members to ban lunchtime supervision from the beginning of next month after a declaration by its employers that it is a contractual obligation.

The outcome will be viewed with keen interest by teachers' leaders and local education authorities, who see the dispute as a crucial test case.

The withdrawal has been ordered by the National Association of Schoolmaster/Union of Women Teachers, after an uncompromising declaration by three of the five area boards - Belfast, North-Eastern and Southern - that lunchtime supervision should be a contractual obligation.

Teachers' leaders in the province have always claimed, like their English counterparts, that it is voluntary. Any ruling or decision reached in the province will not be binding over the water, but will nevertheless be

regarded with keen interest in England and Wales.

Mr Eamon O'Kane, Northern Ireland executive member of the NAS/UNT, said: "The effect will be pretty serious. We shall be asking individual schools on an area basis to withdraw from voluntary supervision for a week at a time. We want this to be an action over a principle rather than putting individual in difficult circumstances."

"It is surprising that the employers have made this stand because - compared with England and Wales - we have had relatively few problems over supervision. Many people volunteer."

The action comes at a time when attempts to solve the problems of lunchtime supervision in England and Wales are floundering. At a recent meeting of CLEA/ST, which is responsible for negotiating teachers' conditions of service, a move to set up joint working parties between the teachers and their employers failed.

Tucker on the disappearance of childhood; Brian Morton on *Horizon*; children's literature; Geography and economics textbooks 26-28, 37

Resources/Media
Eric Hill surveys guitars; Peter Mansfield reviews *The Arabs* 38, 39

EXTRA
The Modern Language Extra will now appear on October 28.

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Tucker on the disappearance of childhood; Brian Morton on *Horizon*; children's literature; Geography and economics textbooks 26-28, 37

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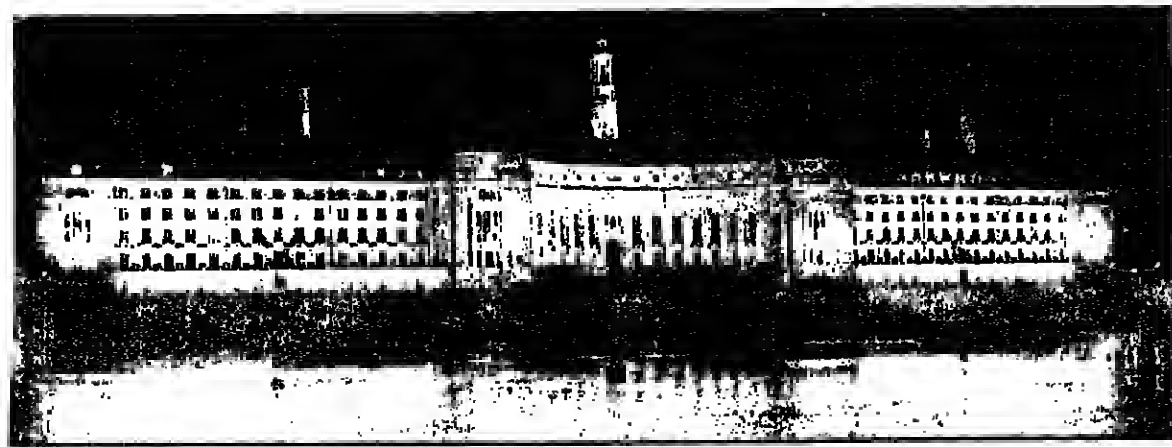
EXTRA
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Towards the corporate state

As part of its reform of the Greater London Council and the metropolitan county councils, the Government proposes that the Inner London Education Authority should be replaced by a new single authority. This authority is to be a joint board composed of elected representatives nominated by the inner London borough councils and the Common Council of the City of London. Like the ILEA, and indeed every other education authority, this authority will be required to establish an education committee, including additional members with education experience.

In those with a memory of the reason given for this proposal strikes oddity. It appears that the Government considers that "a unitary education service, administered by a single education authority, offers at present the best prospect of meeting the educational needs of inner London and improving the standards and cost-effectiveness of the service." Can this be the Government that instituted a major departmental inquiry into the means by which the ILEA could be abolished and education transferred to the boroughs?

The Government's present solution, however, has an interest of its own. The decision to establish a joint board reminds one of the 1944 Education Act. This says (Part I, paragraph 1): "Where it appears to the Secretary of State that the establishment of a joint board as the local education authority for the areas of two or more councils... would tend to diminish expense or to increase efficiency or would otherwise be of public advantage, the Secretary of State may by order constitute a joint board... consisting of members appointed by those councils, and direct that the board shall be the



deleting all references to the Greater London Council and to inner London, treating the inner London boroughs like those of outer London, and then exercising the general power in the paragraph quoted above. The paragraph might almost have been made

ilea

for the present Government's purposes, with its references to diminishing expense, increasing efficiency and the promotion of public advantage.

The reason why the Government is not doing so may be found in the second part of paragraph 1 which says: "Provided that the Secretary of State shall not make such an order except after a local inquiry, unless all the councils for the areas of which the

Tyrell Burgess argues that the Government's proposals for scrapping the ILEA and replacing it with a body composed of non-elected party nominees amounts to undemocratic centralism



kind of authority from any other ILEA is what is proposed. The principal difference is that every other ILEA in England and Wales is directly elected, and is responsible for levying a rate or a precept. The ILEA is also directly elected for the most part. Most of its members are the GLC members for the inner London area. It also has on it one representative from each of the inner London boroughs and the Common Council.

The Secretary of State is proposing to end this element of direct election of the people responsible for the service and for raising the money to pay for it. In the old days the removal from education of the direct election of

ilea

those responsible was held to call for a formal inquiry, by municipal unanimity, as to the reasons why this is

If laws to protect the individual, from the state and others, are one safeguard of freedom, another is the existence of democratic local govern-

ment. A plural society is what characterizes democracies. It is in totalitarian countries that all power flows downwards from the centre. In democracies all legitimate power flows upwards.

Hitherto, personal services like education, which needed to be responsive to individual and local preferences, have been the responsibility of people who have had to balance the local demand for services against the local willingness to pay for them. In making this balance they have been directly accountable to the local people who use, or are affected by, the service. To remove this direct accountability, to have the service run by representatives of representatives, is to destroy such command as people have over their local public services.

Even worse, in making the new education authority accountable for its decisions more to a Secretary of State than to a local electorate is to push the country dangerously near to the "democratic centralism" of the Soviet constitution, where it is the duty of inner bodies to observe the decisions of higher ones.

It has a further undesirable consequence. Because the members of the new body are to reflect the political balance of their nominating councils, the power and influence of political parties will be greatly enhanced. Instead of election by the people, those responsible for education in inner London will be nominees of the parties. This is not the corporate state for which it must be something of an achievement to propose for the government of education in the capital city a combination of communism and fascism.

Clearly, the Secretary of State should think again. There is a solution, consistent with the English tradition of local government, and with the 1944 Education Act, but that must await another article.

Tyrell Burgess is reader in the philosophy of social institutions at the North East London Polytechnic

London would be a small amendment to the 1963 London Government Act.

NEWS

Navy courses are axed

Six colleges are to lose their courses preparing students for careers in the Merchant Navy. Sir Keith Joseph, the Education Secretary, has accepted recommendations from the National Advisory Body to reorganize courses in the light of the decline in the size of the merchant fleet.

From autumn 1984, advanced courses for engineer and deck officers will be concentrated in four centres: South Shields Marine and Technical College; the College of Nautical Studies, Warsash/Southampton College of Higher Education; Plymouth

Polytechnic/Plymouth College of Higher Education; and Liverpool Polytechnic/Riversdale College of Technology.

Approval for advanced courses in navigation training and marine engineering will be withdrawn from: Brunel Technical College, Bristol; City of London Polytechnic; The Merchant Navy College, Greenwich; Humberside College of Higher Education; Lowestoft College of Further Education; and The Nautical College, Fleetwood.

THE TIMES SUPPLEMENTS' REPRINT SERVICE SCHOOL VISITS

In February this year The Times Educational Supplement published a special 16-page feature on School Visits. It gives details on day trips to various museums, the Stock Exchange and historical buildings all round the UK as well as covering Venture Weeks, a 'Do-it-yourself Europe' survival course together with tips on how to make your school visits enjoyable occasions for both pupils and teachers. This is now available in reprint form, price £1.00 and can be obtained by sending a cheque/postal order made payable to Times Newspapers Limited (no cash please) to Frances Goddard, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX.

'Unwitting racism' of ESL teachers

by Diane Spencer

Most teachers of English as a second language are "unconsciously racist and paternalistic" in their attitude to black pupils, a multicultural expert claims this week.

Mr Tuku Mukherjee, senior lecturer in multicultural studies at Roehampton Institute of Higher Education, said the national policy of ESL provision was a "model of the racist society from which it springs."

Its hidden curriculum has the aim of making children "fit in" and teachers fail to recognize that a threshold knowledge of one's own language is crucial for "take-off" in the second language, he says in this month's issue of the *EFL Gazette*.

In spite of immense resources which have been pumped into ESL, black pupils find it a most difficult discipline to master, primarily because the approach is functional, situational and alienating.

This approach represented a denial of the pupils' culture, their experiences and their unique personalities. The educational process imposed an ethnocentric, limited, highly structured and compressed linguistic code, firmly based on "whiteness".

Mr Mukherjee adds: "Our native languages are constantly compared and contrasted with this 'norm'. Inevitably black pupils emerge from this process disadvantaged. Racism has stigmatised their languages as second best, to be lived off and segregated from the educational mainstream, to

be taught in Temples, Gurdwaras and supplementary schools financed by the local community."

But he was not arguing that ESL should cease to be taught. Command of the second language was crucial, but there had to be a "vital shift in attitude, approach and methodology".

ESL had reached a point of exhaustion and saturation. Teachers should turn to "sociolinguistics for a dynamism, depth and a critical understanding of the primary and pervasive issue of racism," he said.

In the same issue, Ms Sian Swann, co-ordinator of ESL projects for the unemployed in Streatham and Tooting Adult Education Institute in south London, urged tutors to rethink, radically, what and how adults are taught English.

So few lessons allocated a time in which the non-British view could be put over - let alone a whole topic given over to the students' experience and cultural attitudes.

She says: "Could it be that we unconsciously equate the lack of English with lack of competence? Lack of language seems subtly to turn students into children in the eyes of many tutors. Grown up topics like race, politics and sex are hardly ever allowed into the classroom."

"We fail to use the real potential of our students, and end up patronising, boring and ultimately alienating many of them."

Rate-capping threat to staffing

by Richard Garner

Government plans to limit local authorities' powers to raise rates levels will lead to a dramatic reduction in staffing levels in schools and colleges throughout the country, Mr Fred Jarvis, general secretary of the National Union of Teachers, said this week.

In a letter to Mr Patrick Jenkin, Environment Secretary, Mr Jarvis, who is also chairman of the TUC's local government committee, says the latest proposals for rate-capping will lead to a dramatic reduction in the supply of staff and resources to the beleaguered education system.

He adds: "It will cease to be possible in some cases to provide the quality of education which our children need and which their parents rightly expect."

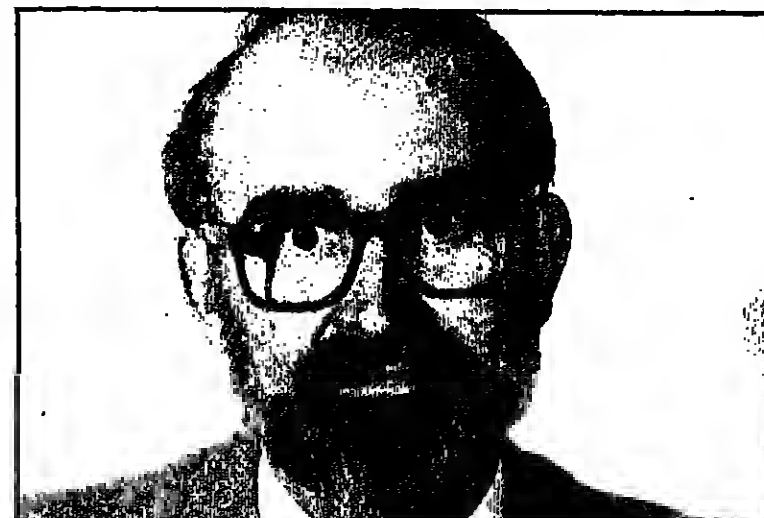
Mr Jarvis says the NUT is not opposed to changes in the rating system but adds: "We do believe, however, that any change should preserve the principle of local democracy on which the constitutional relationship between central and local government in this country is traditionally based."

He believed that the removal of the right of local authorities to raise revenue, in accordance with their assessment of the needs of their communities and the wishes of their electors, represents an unprecedented attack on local democracy.

"The best control over the financial decision-making of local authority members is their accountability to the communities which they are elected to serve," he said.

Nick Wood on Sutton's vigorous reply to a critical report by the Inspectorate

Council accuses HMI of political bias



David Trafford... report had "political undertones"

The political implications of authority reports by Her Majesty's Inspectorate were propelled into the spotlight this week when Tory-controlled Sutton, an outer London borough, hit back at the inspectors' stinging criticisms of the traditional teaching methods employed in its selective system of schooling.

Ranking by senior officers from the council and Mrs Mavis Peart, chairman of the education committee, at a London press conference held immediately after the report was issued, Dr David Trafford, its leader, said that it had "political undertones" and accused the inspectors' "bias against the selective system" - charges flatly denied by HMI which stresses that its sole concern is with the quality of education offered in an authority.

"I am objecting to the fact that the report is ideological and takes no notice of financial resources. Anybody going out to report like that is asking to be thrown back at them," Dr Trafford said.

Sutton would ignore the main recommendations in the report which, it estimates, would add at least £1m to its £2m budget, to meet Government targets, it has to cut by £1.2m next year, he added.

Even before the report was issued, Sutton protested to Sir Keith Joseph, Education Secretary. He reminded the Education Secretary of the Inspectorate's independence and said it was free to report in any way it thought fit.

But, given the good exam results obtained by its schools and their popularity with parents, Sir Keith is understood to believe that the Inspectorate's criticisms are marginal and that they would be better employed probing other authorities with less impressive records.

While acknowledging that exam results in the borough's secondary schools are "good" - well above the national average - and standards of behaviour are "impressive", HMI makes stinging criticisms of practice and provision in nursery, primary and secondary schools.

They are principally alarmed by the weaknesses of the curriculum at primary and secondary level which, they say, realises all children, but particularly those who are at each end of the ability scale.

"For pupils of all abilities the price paid for the concentration on a limited range of educational objectives is that, with notable exceptions, in both primary and secondary schools much of the teaching and learning are characterized by over direction by the teachers and passivity in the pupils, many of whom, particularly the most able, are not sufficiently extended."

Pupils at the borough's eight secondary modern schools tend to be worse off than their counterparts in the four single-sex grammar schools, the report says. Their teachers are less numerous and less well qualified and they have less opportunity to pursue key subjects such as science and languages.

A similar picture emerges from the Inspectorate's comments on the primary sector. The schools are "orderly" communities where hard-working teachers and responsive children succeed in achieving "quite good standards" in the basic skills of literacy and numeracy.

But the traditional approach employed tends to rule out more imaginative work in these areas, such as encouraging children to talk, to solve problems and link their maths to everyday life, and to lead to mediocre attainment in other subjects, notably art, history and geography.

These points also apply to nursery classes. The Inspectorate says. Only half of them ensure children learn effectively through their play, extend their language skills and develop mathematical understanding.

These criticisms were tackled head on by Dr Trafford and Mrs Peart. Dr Trafford said: "We acknowledge that our emphasis on traditional teaching methods as a means of preparation for the public examinations leads to a less broad approach to the teaching of the curriculum. However, we believe that basic literacy and numeracy in the primary school and a thorough preparation for examinations at secondary level are what the parents of this area expect, and we have no intention of making changes in our approach to the curriculum at the expense of these basic educational aims."

Mrs Peart quoted extensively from official DES figures on the exam results achieved last year in the 63 largest ILEAs. Sutton, which does not appear in this "league table" because it is too small, would rank fifth judged by the proportion of pupils getting five or more O levels and second by the proportion getting two or more A levels.

The 5.7 per cent of children who leave Sutton schools without a single GCE or CSE graded result is the lowest in the country - evidence, she said, that the "less able in our secondary moderns are better provided for than in many other parts of the country".

Mrs Peart admitted that Sutton had few problem children, few children from non-white homes and an academically able intake.

The report says that educational standards in the borough are hampered by "rigidly controlled staffing levels" (pupil-teacher ratios at primary and secondary levels are markedly worse than the national average and the average in outer London boroughs) and shortages of books, equipment, materials and support staff.

Parental donations contribute greatly to school funds and at two primary schools they outstripped the total annual capitation allowance. Hand-outs from parents have been used to buy textbooks, it adds.

School buildings have also suffered from lack of attention, the Inspectorate says. Many are "dreadful and in need of redecoration", the two nursery schools are in unsuitable premises (Second World War huts in one case) and some built in the early 1970s have not had a lick of paint in 10 years.

The report notes Sutton's lowly place in the league table of educational spending. In 1981-82 spending per

head in primary schools was £583 - £119 less than the average for the outer London boroughs and £36 less than the national average. In secondary schools the per capita figure was £852 - £129 less than the outer London borough average and £16 less than the national average.

The Inspectorate believes that some of its recommendations - notably the call for a less formal and didactic teaching style - can be implemented without extra cash, but, as the report makes clear, others would require more money.

It says: "... Many of the developments required have resource implications and are in competition for available funds; for example, giving all secondary pupils access to a much more broadly based education including knowledge of and practice in use of new technology, making available the same access to science in an appropriate form for all pupils in secondary schools and providing the staffing levels in primary schools to enable all of them to create small groups in which to teach, for example, the most academically able children and those in need of remedial help."

Staffing shortages are also having a broader, possibly more serious effect, the report adds. Officers, advisers, heads of department and classroom teachers are all under such pressure that Sutton is having to struggle to adapt its curricula to meet the changing needs of pupils and to respond to national initiatives and the challenge posed by shifts in the nation's economic and social circumstances.

"There is insufficient overall thinking about the shape and nature of the curriculum and the authority has not yet put into operation the procedures under consideration by its officers for planning and implementing curricular policies in the primary and secondary schools," the Inspectorate says.

Sutton's reply is that the inspectors' comments, based on visits to the authority from 1979 to 1982, are already out of date.

Mr Charles Melville, the director of education, said that primary schools had been engaged in a "mini-revolution" and had drawn up "dozens and dozens" of subject guidelines. The authority had recently approved its policy statements on the primary and secondary curriculum, after extensive talks between advisers, governors, and heads and would shortly be circulating copies to schools.

Science laboratories have been upgraded, 70 computers were now operating in the 16 secondary schools, new premises had been provided for two special education units and craft, design and technology had been introduced in all primary schools. Vocational and technical education was being strengthened by improved links between the secondary moderns and Carshalton College of Further Education.

Dr Trafford dismissed the Inspectorate's comments on resources as impractical. He said: "The Secretary of State for Education and Science will be informed that the staffing and resource implications of the report are incompatible with the Department of the Environment's expenditure targets and we find reports of this type emanating from a government department are less than helpful."

Report by HMI Inspectors on Educational Provision by the London Borough of Sutton. Copies from Sutton ILEA or DES, Publications Department Centre, Honeydell Lane, Stanmore, Middlesex HA7 1AZ.

Poly hits back

by David Lister

A forceful attack on Her Majesty's Inspectorate was made last week by a key figure at North London Polytechnic, which was criticized in a HMI report published earlier this month.

Mr Paul Corrigan, head of the Department of Applied Social Studies - one of two departments criticized in the report - accused the inspectors and Sir Keith Joseph, Education Secretary, of a distaste for mature students in higher education - because they "do not look right in academe" and because an influx of mature students would destroy arguments for rationalizing HE provision.

It was the polytechnic's success with mature students that really rankled, Mr Corrigan says.

Writing in the *New Statesman* he says "In language reminiscent of the 1950s, the inspectors continually refer to 'a long tail of poor achievers', 'mature students' and 'unstreamlined teaching'. This is nothing but a thesaurus disguise for their distaste in the change in the age, class and ethnic pattern of students and the resulting change in employment opportunity for this population."

"With ILEA's direct blessing, PNL has followed a policy of access courses which are as rigorous as any A level, though without having the blinding effect as characteristic of that form of examination."

"Over the last decade we have successfully developed and taught courses specifically aimed at mature students. It is this success that has brought down the wealth of the Secretary of State, for, if this model were taken up on such a scale elsewhere, there would be two consequences."

"First, it would make a nonsense of any argument for less higher educational provision. The falling rolls which have cut a swathe through primary and secondary education are about to reach higher education. If we succeed in breaking the absurd link between HE and 18-year-olds there will be a massive increase in demand from the whole population."

Secondly, this resounds through the HMI's report and other thinking about higher education, there are many people who simply do not look 'right' in academe. Not just in the buildings, but actually having the gall to gain degrees and use them in the labour market.

UK/US SCHOOL EXCHANGE SCHEME

Enquiries are invited from teachers interested in forming a party of 10 pupils to visit an American high school at Easter for 4 weeks.

Accommodation will be with host families. The American participants will wish to visit this country for a similar period at the end of the school year or in the following October/November.

Host schools in Britain and America provide a varied programme of activities in and out of school.

Obtain details from: SPECIAL PROGRAMMES, CENTRAL BUREAU FOR EDUCATIONAL VISITS & EXCHANGES, SEYMOUR MEWS HOUSE, SEYMOUR MEWS, LONDON W1H 0PE TEL 01-488 5101



New advisory body for handicapped mooted

Mr Cooke is inviting more than 300 groups to give evidence on the need for such a body.

He said: "Our terms of reference require us to consider whether there is now a need for a new national body. If we decide that there is... we shall consider the composition and terms of reference for such a body."

"We shall also look at its status. It would be better as an independent

organization or as an advisory body appointed by government ministers and whether it would function better within or outside a statutory framework."

The idea of an advisory committee was proposed in the Warnock report but rejected by the Government during the passage of the 1981 Education Act which largely implemented the

At the time quangos were being asked. But the then junior minister, Dr Rhodes Boyson, promised a conference on the idea.

This took place last November and the Voluntary Council was given the task of setting up a working party to examine the proposal.

The working party intends to complete its inquiry and present a report by the end of next March.

Philip Venning looks at two developments in the debate about exam results

NUT joins the war of words on standards

The debate about whether selective schools get better exam results than comprehensives took another turn this week with accusations that Department of Education statisticians made a fundamental error in condemning the research, and with the publication of a critique of the research by the National Union of Teachers.

The research report, *Standards in English Schools*, was published earlier this year by the National Council for Educational Standards. In confidential but leaked advice to Sir Keith Joseph, the Education Secretary, DES statisticians praised aspects of the research but were critical of the sample of schools used and the extent to which it took into account social class differences.

But the NUT's authors this week accused the DES of misrepresenting their report and making a crude error in judging how representative the sample was.

In a detailed critique of the report - which is thought to reflect closely the DES doubts about the research methods used - the NUT argues that the results arise "from an atypical sample after an unscrupulous attempt at analysis".

The NUT study was based on the published exam results in 1981 of 2,100 schools in 57 local authorities in England and Wales (although the Welsh results were eliminated later). The results depended on the cooperation of schools and local authorities involved, and this did not necessarily mean that the sample was representative, the NUT says.

"We cannot say whether the sample of L.E.A.s is representative because no details of its composition are given. The authors' unsubstantiated claim"



John Marks and Baroness Cox, the report's authors

that they had taken care to ensure the sample was representative was not good enough.

It was clear that the sample contained a higher proportion of selective schools than would have been expected, the NUT says. Seventy-five per cent of the NUT sample consisted of comprehensives, compared with a national figure in 1981 of 85 per cent. It appeared that the sample contained 81



on the value of many of the other DES criticisms."

It was quite wrong to attack the sample on the basis of the number of selective schools existing in 1981 (the year to which the exam results refer). "The pupils who took the exams in 1981 entered school in 1976; thus the relevant proportion of selective schools must be the figure for 1976, not 1981," the NUT says.

comprehensives. "This could never be described as a balanced sample."

But it is on this point that the NUT accuses the DES of its principal mistake - "a crude error that casts doubt

authors make for differences in social class - a factor that is closely linked to educational performance.

As a starting point the NUT used data from the DES which divided local authorities into different groups according to six socio-economic indicators.

The NUT says: "However the NUT has taken just one of these indicators (the percentage of children in the L.E.A. from low socio-economic households) and used that figure to represent the social class of every child in the L.E.A. This was plainly ridiculous."

This error had been compounded by placing all the sample authorities into three groups. "The end result of this process is that children from widely dissimilar areas are treated as identical. Through no one's fault which authorities appeared in the NUT sample, on the principles used children from Gloucestershire and the LEA would be in the same group."

"The use of such a gross measure is indefensible as the 1981 Census data are available and could have been used to identify the social class composition of the area surrounding each school."

Dr Marks, however, says that they used the best statistics available at the time (and denies the Census figures were published then). They would be keen to incorporate any better statistics in the future. "There is not and never can be, any single best or correct way of allowing for a variable as complex as social class - to pretend that this is not inevitably problematic is to be naive or disingenuous."

If the figures they used did place the LEA and Gloucestershire in the same group, then this was an important finding that demonstrated that rural poverty was as widespread in some authorities as inner city deprivation, he says.

The NUT critique continues by saying that even if the report's "crude" measure of social class is used, the selective schools in the sample had only 19 per cent of children from local authorities with a high proportion of children in low socio-economic

groups, while the comprehensive group had 31 per cent of such children. Intellectually, too, the groups appeared to differ. Both grammar and secondary modern children appeared to be brighter than average.

The NUT also criticizes the report's attempts to allow for "creaming" and the fact that it ignores "trailing schools", those in the process of reorganization. "The effect of this miscalculation is to artificially lower the level of attainment to be expected from pupils in comprehensive schools."

Overall, it was not surprising that selective schools appeared to do so well.

Finally, the NUT accuses the authors of not testing any of their results for "statistical significance", a standard technique used to calculate whether differences are real or simply a matter of chance.

"The topic under consideration is too serious for these unfounded conclusions to be accepted; we must ensure that they do not pass into the received vision of education."

In reply, the NUT claims the attempts to discredit their research are "politically motivated and that their findings that appear to contradict theirs - such as a study by the National Children's Bureau - have acknowledged faults. Even the basic DES statistics on exam results were less reliable than their findings, they say, because DES figures are based on a 10 per cent sample of school-leavers while theirs were for a much larger number of 16-year-olds."

Dr David Hart, general secretary of the National Association of Head Teachers, has written to Sir Keith Joseph, the Education Secretary, urging him to publish the DES statisticians' report criticizing the NUT research.

He has told Sir Keith that his statisticians' criticism "must have an important bearing on the issue", adding that "if there is going to be a debate locally or nationally on the reintroduction of grammar schools, it is essential we should be in possession of accurate statistics."

BURSARY SCHEME

Teachers, headteachers, education advisers, officers, youth workers, establishing links with educational institutions abroad, may apply for help towards fares and subsistence under this scheme. Educationists reporting on topics of special interest to the UK education service are also eligible. Applications for spring term now being received.

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SPORT

Wistful look back at a lost discipline

by Bert Lodge

Carwyn James, Wales' and the British Lions' most famous rugby coach, died last January aged 52.

Ever his own man to the exasperation of the Welsh rugby establishment, he was international stand-off half, church deacon and chain smoker. A linguist in Welsh, Russian and Italian, son of a miner in socialist Wales yet a proud Cymru candidate, Elstist whose abhorrence of upstartism led him to coach Llanelli right up to the kick-off for their game against the Springboks then walk away from the ground, first a schoolmaster then lecturer in Welsh and drama at Trinity College, Carmarthen.

The manuscript of his last book from which the following extracts are taken was completed just before his death. The title of the chapter is "What is Wrong With the Game?"

"At 17 when I first played for Llanelli while still a schoolboy, the masters in charge of team games knew no spirit at the amateur one. They put in the hours because they loved the sport. Game, alas, the destruction of one of the best educational systems in the world. Came the levelling down process. A disbeliever in Plato's gold, silver and brass. All children are equal and none is more equal than another. Comprehensive. The new in-word. Big and beautiful. Hours of business study nine to four. Special responsibility allowances: a must. Preferably in Saturday morning games.

"The history master confines his activities to history. The track-suited professional, weighed down by coaching certificates and manuals, takes over a clientele more interested in physical recreation than education. Choice is the operative word in the

comprehensive. A flirtation with half a dozen team games is preferable to the discipline of one. The disciplines of gymnastics are as repugnant as the disciplines of spelling and counting.

"The sadness of the age is a lack of understanding of the needs of children. They love discipline. Without it there is chaos and that is the state of too many of our schools at the present time. No wonder the private sector of education is thriving. The primary aim of education, surely, is to make children literate and numerate. The aim of games coaching, too, is to make children literate and numerate in the skills of a game.

"The schools, by and large, are failing in their duty."

The author then turned to what he regarded as another light on the game.

"It troubles me the youngsters of today discover and lose the joys of playing before they are of secondary school age. The mini-rugby game was created with the best intentions, but screening mums, doting dads and the competitive urge have given it the image of a monster.

"Recently there was a mini-rugby festival at the Arms Park. . . . One concerned father told me that his worried son who was 'competing' had not slept well for a week in the four he would make a mistake at the National Stadium.

"As a matter of principle and discipline I would not allow junior school internationalists to be played there any more . . . to play at Wales's national stadium should be an honour reserved for senior schools and youth."

"I sincerely hope the committee will come down strongly against competi-

tive rugby before the age of at least 15 . . . When youngsters are playing for trophies the emphasis is on winning. Drill, teaching by numbers, moves - the kind of pressure rugby which the seniors play - is of greater consequence, it seems, than teaching the individual."

These sentiments were largely duplicated in an article in *The Guardian* last year and brought a response from, among others, a mini-rugby coach now famous in another sphere.

"Dear Carwyn James,

"I always enjoy your pieces but your *Guardian* column today had me cheering. I'm taking copies to pass round mini-coaches. . . . Critics of the mini-game have mainly contented themselves with talk of abolition. That's neither practicable nor desirable. Your theme that tournaments (a proper medieval title) should be abolished gets to the root of the problem."

"Kids like lifting the cup. But they would rather play rugby so, three-cornered, half-hour, long, friendly games which give them two decent games, plenty of time for training, no worries, no long travel and no despair at being knocked out because of a fumble-on-the-line-in-the-same-final would fit the pedagogic and the rugby interest much better than the torture of tournaments."

"I'm just finishing my fifth season as a mini coach. It will be my last. My lads have done well - they haven't lost 20 games in the 200 or so that they've played. . . . I've got this strong feeling, however, that they would have learned more if they hadn't been subjected to tournaments and everything that goes with them."

"Things will get much worse as the

mini game gets older so we ought to change it radically now. "No need for a reply. I'm just glad to get it off my chest - again. Regards, Neil Kinnoch."

Focus on rugby: an international coaching book by Carwyn James, Stanley Paul, Hutchinson House, 17-21 Conway St, London W1, E5 6J.



Carwyn James . . . one of rugby's great

Remedies for head aches

Bert Lodge talks to Dr Ray Bolam, director of the new National Development Centre for School Management Training



Dr Ray Bolam: training close to job

former primary head and later director of Inner London Education Authority's primary management centre who has been running courses for heads for well over 10 years. In January, he will be joined by Cyril Poster who has been head of two schools and principal of the Groby community college in Leicester.

Part-time support will come from Michael Birchclough, former chief inspector of ILEA, and from Liz Ballinger from the diploma in educational management course at the SW regional management centre. Last month Agnes McMahon, a researcher in the school of education since 1976, also joined the new centre.

But for how long will it be called "centre" before popular usage has labelled it "the heads' college"? Ray Bolam is adamant about this. "One thing we're not is a staff college. This place is not going to be a Coombe Lodge or a Henley." Taxi drivers looking forward to head teachers arriv-

ing by the score at Temple Mead will be disappointed.

But the centre will closely inspect those two dozen institutions round the country where heads do arrive by the

cluster for either a one-term course or - much more likely because much more numerous - a 20-day course.

The one-term courses are, in the words of DES Circular 3/83 which authorized them, "for experienced managers . . . They are in fact courses aimed at training the trainers as the circular goes on to make clear. "It is expected that heads and senior teachers who have completed one-term training opportunities will in turn contribute to the staffing and organizing of basic courses, of minimum length 20 days."

Bolam thinks it important that some central agency should have a good look at these regional initiatives and disseminate the best of what's going on. "We want to help them to help each other; so that people aren't going about re-inventing the wheel."

One is from which the centre will not hesitate to seek expertise in industrial management training. A bit contentious, this. One school of thought

maintains industry and commerce can offer little or nothing to the tasks of being a headteacher and it was

eloquently put by Mr Bernard Barker, head of Stanground School, Peterborough (TES October 8, 1982).

Ray Bolam concedes that a school is not a factory but still maintains there is something to learn, though there will be no question of taking anything wholesale. He will also be exploring ways of collaborating with the Open University.

Will the centre provide exclusively for heads? In the early stages yes, but when well established it is hoped that provision for deputy heads and middle management generally in secondary schools will be entertained. Bolam adds a caution here, though. "When you invite someone to go on a deputy head's course you aren't saying, 'You are a potential head.' You are saying, 'You are a deputy head who needs in-service training. It's not a question of spotting high-fliers.'"

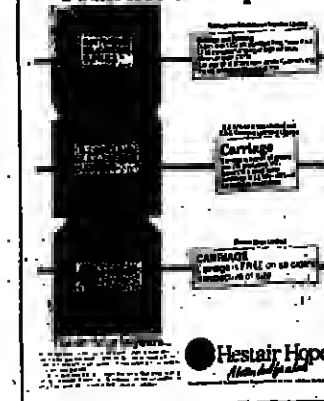
As the information network is extended and the resource bank filled up, an advisory and consultancy service will be offered to local authorities. One term fellowships for senior staff from the local education office is a possibility though it is unlikely to be extended to teachers.

"The best in-service training is that which takes place as close to the job as possible," are Bolam's final words.

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NEWS

Germans beat British at maths

Below average children are a full two years ahead, says a detailed new study of comparative standards. Nick Wood reports

Mathematical attainment among British children of below average ability is a full two years behind that of their West German counterparts, according to a detailed comparison of educational standards in the two countries.

The German system also scores in other respects. Exam results among the least able are much better than in Britain and right across the board, but particularly at the lower end of the ability scale, a broader curriculum is provided, with less emphasis on vocational subjects, giving them a definite industrial and commercial bias and eschewing the "craft" approach traditionally adopted in Britain.

The findings - amounting to a condemnation of the way British schools cater for non-academic pupils - come from Professor Sir Prais and Dr Karin Wagner and are contained in a report issued by the National Institute of Economic and Social Research for pre-publication discussion.

Professor Prais, an economist who has been studying the relationship between education and training and national economic performance, concludes that much of Germany's enviable track record in industrial efficiency and productivity can be traced to the effort and ingenuity it puts into preparing ordinary young people to take their place in a skilled and well-motivated workforce.

"The contrast between the growth of the 'intermediate stream' (the *Real-schule*) of schooling in Germany - with its clear practical educational objectives and syllabus - and its submergence in England provides an overriding clue to many educational and social differences between these countries", Professor Prais says.

At the heart of the study is a comparison of exam results achieved by the bottom half of the school populations in Britain and Germany. The findings are backed up with



Confining the cost... poorer maths results in Britain

them, and English comprehensive teachers judged questions from the German exams as too difficult for their CSE forms.

More evidence confirming the much higher attainment of the German pupils came from the APL maths tests given to a sample of English 15 to 16-year-olds representing the full spectrum of ability. For instance, a sum involving the addition and subtraction of decimals was answered correctly by just one in four English children. A similar question on the German leaving exam - for the bottom half of the ability range - drew a right answer from nearly 7 in 10 candidates.

Professor Prais comments: "Clearly, the most important contrast with Britain is that - even in this school stratified which caters for those in the lower half of the ability range - the great majority of German pupils are expected to attain a certificated standard, and one which is based on the curriculum as a whole; the aspirations and norms of pupils and their schools are thus inevitably different from those of the British system where only a minority of those in the lower half are expected to attain certificated standards in basic core subjects."

"A German pupil must try harder to avoid falling in a core subject such as

mathematics or writing his native language, than a pupil in England; a failure in one of those subjects might mean that he leaves without a certificate at all, whereas in England he might still receive his certificate on passing some other subject."

Professor Prais reaches his alarming conclusion about differences in maths standards among the least able by reassessing the IEA data. After correcting for a glaring discrepancy in the ages of the two samples, he concludes that the German children were two years ahead of their English counterparts.

Another way of expressing the contrast is to note that the German average for the lower half of the ability range was close to the average for all English pupils, he adds. "The German system had raised the level of attainment of its weakest 50 per cent to about that of the average pupil in England."

Professor Prais concedes that the data are now nearly 20 years old and that they were gathered when secondary modern schools were the norm in England. But he doubts that the switch to comprehensives has made much difference - in mathematics at least. As recently as 1979, Her Majesty's Inspectorate was still calling for much better maths courses for the least able, he points out.

The report also compares attainment levels among the top half of the ability range, including the youngsters that reach university entrance standard (21 per cent in Germany, 11 per cent in Britain). It finds that about half of German pupils, compared with a quarter in Britain, get the equivalent of at least four O level passes in core subjects.

Maths standards among the top 25 per cent are broadly similar in the two countries - with Britain ahead at sixth-form level - but children of slightly above average ability in Germany do better, another reflection of the success of the German system in catering for the broad mass of youngsters.

Professor Prais also comments on the differences between O level standard maths courses in the two countries. German syllabuses are narrower and more practically orientated than those in Britain.

He welcomes recent government initiatives to give a stronger vocational and technical flavour to the school curriculum and to help the bottom 40 per cent of pupils outside the fold of public exams. Nevertheless, he doubts that the present moves are sufficient to match the well-established German efforts in this field.

He detects a "half insular standpoint" among British educationists, finding it lamentable that the terms of reference for the Cockerill inquiry into the teaching of mathematics did not require investigation of overseas practice.

Schooling standards in Britain and Germany: Some summary comparisons bearing on economic efficiency. S. J. Prais and Karin Wagner. A pre-publication discussion paper (No. 60), National Institute of Economic and Social Research, 2 Dean Trench Street, Smith Square, London SW1P 3HE.

Unions vote for action against cuts

Teachers have voted in favour of a ballot on industrial action over Bradford Council plans for education cuts which would lead to the loss of up to 550 teachers' jobs and leave schools without supply cover for three days.

At a meeting of RMT members of the National Union of Teachers on Monday, it was agreed to hold a ballot on the introduction of a ban on covering for absent colleagues which would come into force on Monday week.

The National Association of Schoolmasters / Union of Women Teachers has already said its members will introduce such a ban after the half-term holiday if the authority goes ahead with the move - designed to save £2.25m off this year's education budget.

Bradford, a "hung" authority where Liberals and Social Democrats hold the balance of power while the Conservatives are the largest group, was meeting to discuss the cuts - already described as draconian by the authority's director of education, Mr Richard Knight - on Wednesday night. It is felt they will not be achieved without recourse to a considerable number of compulsory redundancies. If given the go-ahead, they would save the authority £2m on its education budget next year.

A proposal by the authority to try to squeeze extra cash from the Government by a redistribution of the site support grant settlement was rejected by the NUT because it felt the problem would not be settled by a redistribution of resources - "robbing Peter to pay Paul" - but by an allocation of extra resources.

Manchester venue for pay structure talks

Teachers' leaders and local authority representatives have reached agreement on the venue for their three-day meeting on the problems surrounding the salary structure review.

It is to be at the Midland Hotel, Manchester from December 12-14. Meanwhile, a delegation from the National Association of Headteachers raised the issue of the salary structure talks at a meeting with Sir Keith Joseph, the Education Secretary, on Monday.

Mr David Hart, NAHT general secretary, said: "We said we supported the scheme of assessing teachers and that we felt this working party must achieve success in the interests of the whole profession. He obviously sets a lot of store by the working party and is personally committed to its success."

The three-day Manchester meeting poses problems for the Professional Association of Teachers. It has been refused membership of the teachers' panel of the structure working party and does not receive invitations to its meetings despite the fact it has been given a seat on the parent Bournemouth committee, which negotiates teachers' pay.

However, Mr Peter Dawson, PAT general secretary, said: "We intend to be there."

Grading checks to be resisted

Heads of department in Inner London schools have been told by their union not to cooperate with attempts by school governors to question their appointments.

The London branch of the National Association of Schoolmasters / Union of Women Teachers says governors in some schools have tried to make teachers appointed to existing posts above scale one justify the grading.

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NUT man angers branch

by Richard Garner

A former local general secretary of the National Union of Teachers has been told he should give up his union card because of his attempt to push through a school closure in his role as chairman of an education committee.

The demand that Mr Albert Rose, chairman of the Coventry education committee and general secretary of the Coventry Teachers' Association until five years ago, should reconsider his continued membership of the NUT was agreed by a special meeting of the union's local branch.

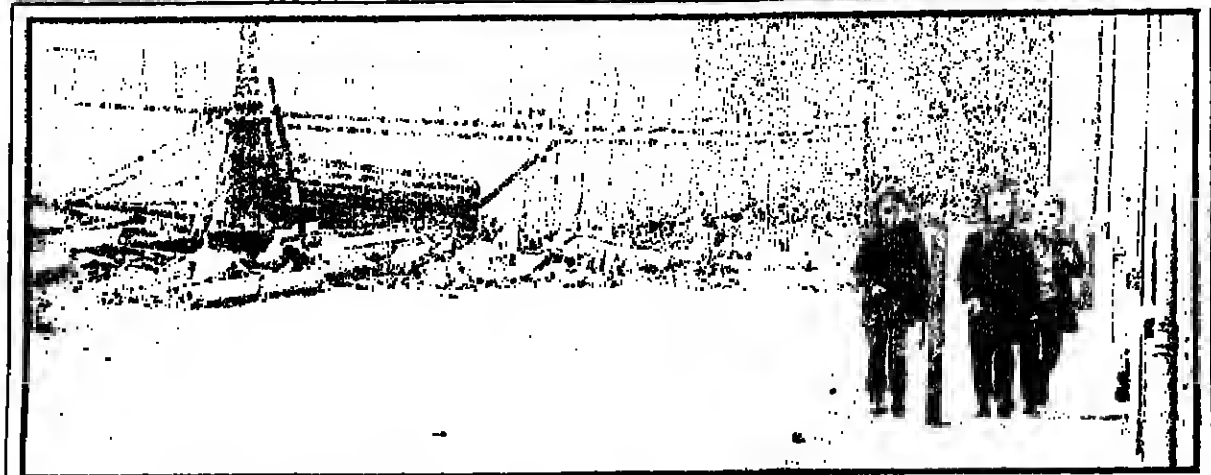
A motion urging him to consider going and expressing "bitter disappointment" at his performance as chairman of the education committee was carried at a meeting of 100 NUT members, with only one person voting against it.

Union members were incensed over the fact that Mr Rose had attacked its spokesman on the education committee, Mr Ken Sugarman, in public because he had spoken out against the closure.

In addition, the motion claims Mr Rose had attempted to "push through a decision to close Bell Green primary school (a primary school in a deprived inner city area) to 15 days at the end of the summer term allowing no time for meaningful negotiations."

Mr Rose was unavailable for comment. The fate of the primary school has yet to be decided by the education committee.

PRIMARY



Can integration reshape the attitudes of Ulster's youngsters

Sectarian goodwill does not last

by Hilary Wile

Attending an integrated primary school helps to improve the sectarian intolerance of children in Northern Ireland. But the effects do not last. Their more favourable attitudes tend to disappear within a term of moving on to a segregated secondary school. Research into integrated schooling in the Province indicates that it has an impact on both Catholic and Protestant pupils. A study of pupils attending a mixed mill school for the children of textile workers showed that pupils on both sides of the religious divide felt less different from, and knew more about, their opposite numbers than pupils attending segregated schools. Protestants were happier to have a Catholic neighbour, and the reverse was found for Catholics. However, at secondary level far fewer differences were found between children who had attended integrated schools and those who had not.

the forthcoming issue of the *Irish Journal of Psychology*. However, she points out that there

Brent ends streaming

Streaming of children in all primary schools in Brent, west London, will end by next September following a decision by the London borough's education committee last week.

Only three primary schools in the borough operate a streaming policy which segregates children into classes based on ability - all the others have mixed ability classes. Councillors also agreed to phase out streaming in the first three years of secondary schools as children who develop late can find it difficult to switch streams because of curriculum differences. Mr Ron Anderson, education committee chairman said: "I am seriously concerned that we still use this archaic system of streaming in some of our primary schools. "There is absolutely no justification for primary school children to be streamed. Hardly any other nation in the world has streamed classes and the tradition of British primary education

Union wants 'right to slap' restored

by Richard Garner

Teachers in Cumbria who believed they would still be able to slap children who had misbehaved, even after a move to abolish the cane was agreed, have declared a dispute with the Labour-controlled county council over the way it has handed corporal punishment. Mr Alf Bellisby, local executive member and education committee representative of the National Association of Schoolmasters' Union of Women Teachers, said it had been struck during working party meetings discussing the ban that this right would continue. "If we are not to be allowed to deliver the same type of admonition that a reasonable parent would deliver, then we can no longer be said to be acting in loco parentis and our conditions of service have been altered", he said. Many schools would have no alternative but to send children home as punishment as a result of the ruling, he added. The ban on corporal punishment is now in force in Cumbria's primary schools, and secondary schools have been advised to introduce it for a trial 12-month period. Under the strictures of government for county secondary schools, it is the governing bodies which must make this decision. Mr Tony Hargreaves, second deputy director of education for the county, said he felt the argument about the slap was a bit of a red herring. It had been mentioned in a working party, but the education committee, which was responsible for making the decisions, had decided against it. "It was felt you can't have a situation where the committee was saying 'you can't have corporal punishment but you can still physically chastise a child'."

One-teacher schools close

Dyfed education authority has decided to close its last seven one-teacher schools in rural areas. The move was condemned by Mr Simon Meade, director of the Council for the Protection of Rural Wales, as "the planned destruction of village life". "Experience in recent years has clearly shown that the closure of its schools can be a social disaster for a whole community, most of which are struggling for survival", he said. Mr Meade urged that every alternative to closure should be closely examined "before this planned destruction of village life can be permitted".

Getting long in the tooth

The lack of young teachers in Stockport's primary schools has been criticized by a member of the education committee for creating a growing generation gap in schools. Mr Geoff Spencer, a teacher, said no newly-qualified staff had been taken on for four years. A recent report from authority officers pointed out that staff might become "ossified" as teachers grew older and no new ones were hired. Mr Neil Filton, director of education, said he hoped to be able to appoint probationary teachers after next year.

NEWS

Poly mergers central to rethink proposed by ILEA Blueprint for London's HE

by Philip Venning

Proposals for a drastic rethink of higher education in inner London, which could mean mergers and closures of colleges and polytechnics, were published this week. The proposals also envisage links with universities, more chances for unqualified students, and more freedom for students to drop in and out of courses. These suggestions form the second stage of a complete review of higher education being undertaken by the Inner London Education Authority. The publication coincides with the announcement of new spending plans for ILEA's colleges next year imposed by the National Advisory Body - plans that could be at odds with some of the ideas put forward in the review. ILEA began its review last year with a team of producing a long-term plan for its five polytechnics and 35 colleges which are threatened with a big fall in student numbers. By 1995, for example, the number of 18-year-olds in greater London is likely to have dropped to 100,000 from a peak of 115,000 in 1980. Against this background the review suggests changes that will simplify the higher education system, increase opportunities for non-traditional students, and establish centres of excellence in those fields of teaching and research which are most relevant to London's needs. The report, by Mr William Stubbs, ILEA education officer, makes it clear that without changes the quality of education in its colleges will be at risk. An important job would be given to new subject groupings of staff from different institutions. They could advise on resources, interchange of staff between colleges, and ways of improving access. In particular they might establish common criteria for admitting students without two A levels, set up credit accumulation and credit transfer systems, and develop course structures that would allow students much more freedom to select parts of a course to study, move between colleges, and interrupt their studies. Links with London industry and commerce would be strengthened, and better use made of the existing expertise of the colleges. In the past it had not always been clear that the considerable amount of consultancy work undertaken by staff had financially benefited the colleges or ILEA. Discussions with London University on greater collaboration could be held, the review says, and adult education could be reorganized. An ILEA board for teacher education could be set up in help joint planning of teacher training at the Polytechnic of North London, Polytechnic of the South Bank and Avery Hill. In all Mr Stubbs favours proposals to: ● Merge the Polytechnic of Central London and City of London Polytechnic; or City of London Polytechnic and the City University. ● Merge Thames Polytechnic and Avery Hill College; ● Keep specialist art colleges but operate them as a consortium; and ● Merge the Polytechnic of the South Bank with the London College of Printing.

The soft lights approach to learning about sex

by Nick Wood

Schools will succeed in teaching youngsters about sex only if they can create an intimate atmosphere, redolent of a candlelit dinner for two, according to a new book on adolescence to be published next week. The advice comes from Mrs Kathleen Cox, an educational psychologist in Sheffield. "Before any curriculum content is determined the mood, atmosphere and ethos of the school must be such that learning about the intimate aspects of life is possible", she writes. "From the outset the mood created in school must be one that inspires the pupil to feel confident. This is the stage of soft lights, sweet music, pleasant and welcoming situations with people who seem interested and interesting. In this situation, the pupil feels secure enough to reveal a little of his personal self and move closer to a teacher as he feels more relaxed." Mrs Cox this week denied she meant her words to be taken literally. "That would be ridiculous. I am not suggesting schools should dim their lights and have soft music. But as any seducer knows, you have got to get the mood right - if you're talking about sexual skills the background is important. "The relationships lived within schools are more important than those talked about", she added. "You can have the most fantastic syllabus, up-to-date content and most prestigious visiting speakers, but it won't work if you haven't paid attention to the atmosphere in the school." Practical steps in this direction included encouraging youngsters to get to know the school before the daunting experience of passing through its gates for the first time, giving them a firm room where they can feel at home and not "forcing them out into cold, wet schoolyards for breaks", she said. Problems of adolescence in the secondary school. Edited by Geoff Lindsay. Published by Croom Helm. Price £15.95.

AMA officer is named

Mr Robert Morris is returning to the Association of Metropolitan Authorities after only two years' absence to take up the post of education officer. Mr Morris, 43, succeeds Mr Dudley Foke the former chief education officer for Manchester who was forced to retire as AMA education officer because of ill-health. Mr Morris was the AMA's under-secretary in charge of education for five years until he left to take up a post as divisional education officer in the Inner London Education Authority's Lewisham division two years ago. He was educated at Balliol College, Oxford, and taught in secondary schools and further education in the 1960s. He was an education administrator with Monmouthshire County Council and became assistant director of education in Gwent in 1974.

Optimism on cost of staying-on grants

Mandatory grants of £25 a week for all 16 and 17-year-olds who stay on at school or college could be introduced for under half the cost of most estimates, the National Confederation of Parent Teacher Associations told Mr Bob Duan, the junior education minister, yesterday. A working party report by the NCPTAs calculates that educational maintenance allowances of £25 a week could be introduced for only £415m, if they were made taxable and replaced child benefit. This would reduce the cost for each 16 and 17-year-old from a "misleading" total of £1,300 a year to about £600 a year. The report points out that spending on educational maintenance allowances bears no comparison with the huge amounts spent by the Manpower Services Commission or the Department of Health and Social Security on this age group. "The pursuit of more education in today's employment climate may be stressed as the most desirable option at the age of 16." Any step that could encourage more young people to stay in education should be taken. In low-income houses the decision to stay at school often caused real hardship. At its meeting with Mr Duan the NCPTA also urged the Government to set a day by which all local authorities should introduce a single governing board for every school, and a democratic procedure for electing parent governors by parents.

NEWS

In brief

Gender factor

Sussex University is launching a part-time, two-year MA course entitled Women and Education from next autumn. It will accept that "gender is now recognized as a crucial factor in the content, organization and performance of educational institutions, according to the university's publicity for the new course.

9-15's Activity holidays at the River Dart

South Devon - Set in the picturesque South Devon landscape, on the wooded Dartmoor slopes of the River Dart, is a complex too good to overlook when choosing a venue for your next group holiday or field study. Professional team tailor courses to suit your curriculum. For youngsters in the 9-15 age group, activities are fully supervised and include: ● Canoeing ● Climbing ● Pony-riding ● Archery and many other activities ● No previous experience needed in any activity ● Easter, Spring and Summer courses available ● Comfortable accommodation. ● Good food ● Group discounts. Send for full colour brochure and sample itinerary to: Residential Centre, River Dart Country Park Ltd, 20 Ashburton, Devon. Phone (01392) 52511.

Building repairs

Urgent repairs and repainting are to be carried out in Northumbria schools out of a special one-off fund of £800,000, the education authority has announced. The country was included in a TES survey of the state of school buildings.

More students

A record 486 students from 37 Commonwealth countries will study in Britain this year under the Commonwealth Scholarship and Fellowship Plan.

Economic read

Southampton University's department of economics has launched *The Economic Review*, a new magazine aimed at young economists in sixth forms, colleges, and universities. It is available on subscription to institutions at £5.80 a year (minimum two subscriptions) and to individual students at £3.80 a year, from Philip Alan Publishers Ltd, Market Place, Duddington, Oxford.

Maths centre

A new centre for mathematics education has been established at Southampton University. Its director is Dr A. G. Howson, the university's reader in mathematical curriculum studies, and its chairman is Professor P. J. Kelly, head of the department of education.

Design body

A new association has been established to promote craft, design and technology in education. Called Des/TECH it will also work for a closer relationship between industry and education. Further details can be obtained from Brian Loeche, Cadogan Consultants, 37 Cadogan Street, Spina Square, London SW3 2PR.

L.e.a.s accused of ignoring dyslexia to save costs

by Diane Spencer

Dyslexia is not acknowledged by many local education authorities as a major handicap because of the huge costs involved, Dr Harry Chasty, director of studies at the Dyslexia Institute, said this week. He claimed that at least one director of education had privately admitted to him that "we shy away from it because it doesn't exist because if we did we would have to double the number of educational psychologists we employ, and our in-service training budget". The Government was highly unlikely to provide an extra billion pounds needed nationally, so it ignored it too, Dr Chasty added. But he thought that the new special education Act would give parents the right to demand help for their children. The Dyslexia Institute, whose third annual "dyslexia week" ends on Sunday, estimates that 4 per cent of the population suffer from this disorder of learning to read, write and spell. It is more prevalent among left-handed people, and among males. "There is a lot going for the bright dyslexic, but for those with average intelligence there is very little," Dr Chasty said. At least six independent special schools and Millfield had remedial units; but the average comprehensive was not geared to the needs of these students, he said. Education authorities funded many of the pupils at the independent special schools, but it was easier for an educational psychologist to label a child as having behavioural problems, not dyslexia, in order to get him or her a place, he added. At present, 12 centres run by the Dyslexia Institute offer tuition to 900 students a year and another 2,000 are assessed. The Institute has set up a national bursary scheme to help poor families with fees. It also runs teacher training courses and is doing research into 10,000 case histories.

Parents want girls shielded

Parents want their sons taught about the seamy side of life at school but they are less happy about subjects such as mugging, shoplifting and vandalism being discussed with their daughters, a new survey says. The survey, a rare excursion into the uncharted waters of parental opinion on the curriculum, was carried out at 230 parents completed questionnaires which were analysed by Mr John Balding, director of Exeter University's health education unit. "The bias seems to be towards the more 'caring' topics for girls - sugar and spies - while the parents of boys are drawing attention to the less desirable behaviour - slugs and snails. Those people in the community who seek 'equality' may find themselves with a lot of work still to do," Mr Balding comments in *Education and Health*, the unit's journal. Nearly three in four parents said their sons, who were aged between 5 and 13, should have lessons dissuading them from shoplifting and pilfering, vandalism and bullying. But the proportion signifying approval fell to three in five where girls were concerned. There was much less support for classroom coverage of mugging - only two in five parents said it was a must with an equal number against - but again fewer said it was more appropriate for boys. 'Girls' subjects spanned how the body works, caring for old people, understanding people of different races and food and health. Overall, the survey found that parents wanted schools to tackle controversial topics such as drugs. "Many parents want schools to teach about drugs," Mr Balding adds. "In discussion with parents it quickly emerges that they know nothing about illegal drugs. The Exeter unit has just been awarded a £271,000 grant by the Health Education Council. It will use this to develop a five-year research programme investigating health education in schools."

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NEWS

NOTICEBOARD

PEOPLE...

ADMINISTRATIVE APPOINTMENTS
Dr David Ingram, vice-chancellor of the University of Kent, and Dr J. Moss, head of educational programme services at the IBA, have been appointed to the Council for Educational Technology. Professor John Clifford Wood has been appointed chairman of a further two years.
Sir John Mason has been appointed to the Advisory Board for the Research Councils. Dr J. Catterall has been appointed Secretary of the Science and Engineering Research Council from 1 November.
Mr Max Morris, former NUT president, has been elected chairman of the London Regional Examining Board for the Certificate of Secondary Education.
Mr Richard Howitt, former headmaster of Fallowfield Church of England High School, Manchester, has been appointed the Diocese of York director of education.

SCHOOL APPOINTMENTS

Mr Andrew Macalpine, deputy head of George Green's School, east London, to be head of St Mark's Draper Comprehensive, Haverhill, from January 1986.
Mr Derek Cannon, senior master of Amesbury School, Headhead, to be headmaster of St Hugh's School, Farnham, from January, 1986.

AWARDS

The University of Kent is to confer the honorary degree of Doctor of Science upon Sir Wilfrid Cockcroft.

CONFERENCES...

NEXT WEEK
October 29
Society for Research into Higher Education (SRHE) one-day conference on *The Primary School Teacher of the Future: generalist or specialist?* to be held at the Working Men's College, Crowndale Road, London NW1. Further details from: Karen Simmons, registrar, West Sussex Institute of Higher Education, The Donce, Upper Bognor Road, Bognor Regis.

October 27
British Educational Management and Administration Society (North-West branch) one day conference on *Graded Testing* to be held at St Thomas Aquinas RC High School, Nell Lane, Chorlton-cum-Hardy, Manchester from 10am. Speakers include M. Buckley, Tim Brighouse and John Taylor. Full programme and application forms from: Mr C. Edwards, Rockliffe High School, Ravenswood Avenue, Birkenhead, Merseyside.

NEXT MONTH
Saturday November 19
London and Middlesex Archaeological Society 18th annual local history conference. Further details from: John Clark, Museum of London, London Wall, London EC2Y 5HN.
Association of Teachers of Tourism one-day meeting on *Tourism teaching in colleges and schools* to be held at College Hall, Malet Street, London WC1. Further details from: Paul Barton, The Tourism Society, 26 Grosvenor Gardens, London SW1 WDDU. Tel: 01 730 4380.

FORTHCOMING
December 5-9
Further Education Staff College study conference on implementing YTS. For heads of department, senior departmental managers and college coordinators. Fee, including accommodation, £30. Application forms from: Constance Lodge, Bagnall, Bristol BS19 6RG.
December 9-11
Programme for Reform in Secondary Education (PRISE) weekend residential conference on Education and Social Class at Homerton College, Cambridge. Details and application forms from: Zoe Imago, Camden Westminster Teachers' Centre, 100 Stanhope Street, London NW1 3JX. Tel: 01 387 6376.

EVENTS...

October 24-November 6
Craft skills demonstrations by students from City and Guilds courses at the Science Museum, South Kensington. Demonstrations will include hairdressing, carpentry, engineering, catering, graphic design, bookbinding and vehicle repair. Admission free 10-5pm Mon-Sat, 2.30-5pm Sun.

Wednesday October 26
The Future and the Bomb - the Bishop of Salisbury, the Rt Rev. John Baker, will give the Marc Goldstein Memorial Lecture at 6.30pm at the University of London Institute of Education, 20 Bedford Way, London WC1. Admission free.
Counselling, teaching and learning in higher education - how we can close the gap - a lecture to be given by Audrey Newsome at 2.15pm in the Renold Building, University of Manchester Institute of Science and Technology.

Saturday October 29
British Schools Canoeing Association White Water Championships will be held at Castletide Weir, Bingley. Details of this and another event on October 30 from: Terry Benton, 326 Bradford Road, Ditley, West Yorks.

COMPETITIONS...

National Schools Woodworking Competition
For third to fifth-formers, individual and group entries. For further details and registration forms, which should be returned by October 31, write to: National Schools Woodworking Competition, Practical Woodworking, King's Reach Tower, Stamford Street, London SE1 9LS.
Youth in Yorkshire Competition
The Impressions Gallery of Photography, York and the York Festival have launched a photographic competition for children aged 8-18 throughout Yorkshire - whether at

school or not. Categories: Friends and Neighbours, Parks and Rocks, The Countryside and Life in the City. Black and white photographs only should be submitted to the Gallery, by March 24, 1986. For full details write to: Impressions Gallery, 17 Collingate, York YO1 2BN.

RECENT PUBLICATIONS...

The National Youth Bureau has published a Community Involvement Resource Pack offering guidelines, case studies and training materials for those working with young people in the community. Available, price £1.60 post free, from the National Youth Bureau, 17-23 Albion Street, Leicester LE1 6GD.

INFORMATION WANTED...

Foreign Languages
A teacher of English in France would like to contact teachers of English or French as a foreign language, preferably living in the south of England, who are interested in organizing a class correspondence with a form of 25 French boys and girls aged 15. Please write to: Mrs C. Fauraz, Professeur d'anglais, CES Caron, Cannes 06400, France.

Archives
Cambridge Institute of Education is to establish an archive of school information brochures prepared by primary, middle and secondary schools for parents. Contact: Mrs Lynne Taylor, Resources Centre, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BQ.

Registration
Mrs M. Howard would like to hear from any large secondary school with options, sels etc. which has successfully dispensed with registration in form tutor groups at the beginning of the afternoon session. Please write to her at: 51 Shakespear Road, Colchester, Essex CO3 4JZ.

Contributions for Noticeboard should be sent to Mary Crutchfield, The Times Educational Supplement, Priory House, St John's Lane, London EC1M 4BK. Tel: 01-253 3000 ext 279.

Vicar takes closure fight to auditor

by Bert Lodge

An Anglican vicar has accused a county council of providing "misleading and inaccurate" statistics in order to justify the closure of his village school.

The Rev Paul Nicholson, vicar of Turville, Henley-on-Thames, has challenged figures provided by Buckinghamshire County Council to support the planned reorganization of primary education in the Hambleden Valley.

Earlier this year, Mr John Moffatt, QC, the playwright, who lives in the parish, unsuccessfully led a High Court action to save Turville C of E school, due to close in 1985.

"The figures presented to the education committee were wrong," said Mr Nicholson, who has taken his case to the district auditor. "They presented them to the diocese of Oxford and produced a paper to show they were still wrong. Over time we shall see county staff who produced misleading and inaccurate figures."

Mr Nicholson said the data related to cost-per-child in the Hambleden Valley compared with other parts of the county was most seriously misleading.

"They put it at £1,134 at Turville school and £500 everywhere else. To the county gets special money in the rate support grant for the additional costs of education in sparsely populated areas. Surely it has a duty to use that money for the purpose for which it was provided."

Mystery of the 'missing' 100,000 school-leavers

More than 100,000 of the 16-year-olds who were expected to leave full-time schooling this year have gone "missing".

The mystery surrounds the whereabouts of these youngsters who have not turned up on the Youth Training Scheme.

More than 500,000 were due to leave school this year - but only 215,000 were registered as unemployed by last month.

At the same time only 125,000 were on the YTS. More youngsters have entered the scheme since, but most will have come from the unemployment register.

This leaves 160,000 unaccounted for. In theory, there should only be jobs on the open market for around 60,000 youngsters. This is because the YTS should have absorbed most of the 300,000 jobs which the Government's manpower experts forecast would be filled by leavers this year.

It means that 100,000 must have either gone into "real" jobs, which were not expected to exist this year; or have stayed on at school; or who have failed to register.

The simplest explanation would be that they have all stayed on in education. And, indeed, reports from current services suggest that an unexpectedly large number have done so.

But, at the same time, careers departments are saying that the number of youngsters going into "real" jobs was the lowest this year.

Mr David Young, chairman of the Stopover Services Commission, says that he has been told by careers officers in the south-east that about a third more leavers are finding jobs than last year.

The figure is questioned by some career departments, notably the Inner London careers service, who say that in their area there has been a rise in vacancies, but that it is very much less than 30 per cent. The official Department of Employment statistics, however, do indicate that last month there was a rise of about a third in the number of vacancies notified to careers offices over the country as a whole, and that it was even higher in the London region.

Vacancies notified in this way are only a small proportion of the total number of jobs for leavers, and do not necessarily reflect the overall jobs picture very accurately.

A sample survey of careers departments carried out by Mr Derek Mills, principal careers officer for Cheshire,

and a member of the Youth Training Board, suggests that between 5 and 10 per cent more are staying on in full-time education in the south of England, and between 1 and 3 per cent in the north.

Mr James Kemp, of the Inner London service, told *The TES* this week that in his authority the figure appeared to be around 10 per cent.

The official DES count is not due until the end of the year. Mr Mills's survey, on which he based a report to the board, suggested that one reason for the present low rate of entry into the YTS was that many employers are insisting on treating all the youngsters they take on under the scheme as temporary trainees and not offering any of them employment contracts and negotiated wages.

Mr Mills says: "It was expected by the task group that many employers would recruit apprentices and other permanent employees as usual, but train them to the requirements of the scheme, thus qualifying for the grant. But what seems to be happening more often is that they are taking on every-one as a trainee and paying them all the standard YTS allowance. They can then decide at the end of the year who they want to keep on."

Mr Mills thinks that this may be one of the reasons that many parents and youngsters are still shunning the scheme.

This might help explain why youngsters prefer to look for real jobs, but not why they should be finding them. The answer may be an upturn in employment in the south, but there is at least one other theory. Some careers officers say that many of the smaller employers who until last year were using YOP trainees as free labour have decided to go back to hiring leavers rather than take on the obligations of the YTS. But they add that many of these small firms are, nevertheless, arranging day release courses for their recruits at colleges.

Mr Young told the conference of the Association of Colleges of Further and Higher Education in London last week that while he was delighted to see leavers getting jobs, he hoped that eventually more employers would do all their recruiting through the YTS so that it became the normal bridge between school and work.

covers 14 subject areas, and is essential reading for all sixth-formers - and their parents. (After a Degree, The Careers Service, York University, Price 30p.)

Job opportunities fluctuate, but it was heartening to hear a surveyor last week talking about the upturn in the demand for graduates and diploma-holders. It was confirmed the next day in the latest list of vacancies in the Civil Service; among 13 subject specialists there were five vacancies for general and mining surveyors.

Picking jobs out of a hat is a dangerous practice, however, and most children need a much greater awareness of what employment is all about long before they choose a career.

For schools wishing to get more involved in careers education, City and Guilds 365 has been accepted as a core of study for the new Certificate of Pre-Vocational Preparation. The Vocational Preparation (General) scheme offers a broad course to bridge the gap between school and college and adult life.

Areas covered include social abilities (working with colleagues, working with those in authority, self-awareness); communications (talking, listening and visually understanding); practical and numerical abilities (using equipment, dexterity and coordination); decision-making (planning, information-seeking, coping with problems and evaluating results).

Most schools would claim that subject teaching does all that. Unfortunately, too many pupils see classrooms as water-tight compartments and school subjects as unrelated to the world outside.

Careers Diary

by Brian Heap

Employment, or the prospect of it, is preoccupying the mind of fifth and sixth-formers. Able fifth-formers with no other leavers, without thinking about A-levels or higher education, often to the envy of sixth-formers.

Typical, perhaps, is the sixth-former who wants to read English at university, but is being challenged by his relatives and friends about his job prospects as a graduate. "What on earth can you do with a degree in English?" other "hab' teach" she is asked.

However, York University's excellent new booklet, *After a Degree*, provides the with all the answers. The booklet is one of 211 English language booklets - editorial assistance provided by the Careers Service, for teachers, buyers, nurses, librarians, and other professionals.

The booklet, *What is a 'good' school - and how to choose one*, available from Parents' Information Service, 29 Heath Road, London NW3, price 70p.

SCHOOL TO WORK

New role urged for National Youth Bureau

The National Youth Bureau, should become an information-gathering quango, says an official report to the Education Secretary published today.

The bureau should no longer be allowed to act as a pressure group, but be made to concentrate on providing data on youth matters for the Government and for the youth service itself.

It was set up as an independent charity ten years ago and is run by representatives of a large range of interests, including the local authority associations, teacher unions, the CBI, the TUC, and youth bodies. It gets most of its £750,000 annual income from grants from Government departments, which fund a wide range of separate activities from youth worker training to research on young offenders and development work for the Youth Training Scheme.

The report, prepared by Mr Geoffrey Cockerill, a retired Department of Education and Science official, recommends that the bureau should remain a charity, but - if it wants to go on getting Government money - accept major changes in its accountability, role, structure, and priorities.

These include:
● Scrapping its representative council and elected executive and replacing them with a management committee appointed by the Education Secretary.
● Reorienting its work to provide a youth affairs database.

● Combining the units funded by various Government departments into an all-purpose staff funded directly by the DES.

● Abandoning campaigns to provide leadership for a youth issues to the youth service, and ceasing to express its own opinion in its publications.

Mr Cockerill criticizes the bureau because it was unable to supply last year's Thompson committee reviewing the youth service for the DES with adequate data on matters such as the total number of youth workers.

There will still be considerable scope for the bureau to influence attitudes on matters such as racial or sex equality, relations with the police, and above all, unemployment, by providing interested parties with relevant information as well as knowledge of the state of opinion in the field.

Mr Cockerill recommends that the bureau's new management committee should consist of a chairman and 20 members, the majority of them to be appointed by the Education Secretary from a choice of nominees suggested by the bodies elected to the existing executive. There would also be five members directly chosen by the Education Secretary, four more co-opted. The members should include two under the age of 21 and representatives of the ethnic minorities.



David Young... more jobs

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OVERSEAS

Trying to turn the salary tables

UNITED STATES

Peter David reports the findings of a Congressional investigation into teachers' rates of pay.

Teachers in the United States do not yet know whether the nation's sudden burst of interest in the problems of the schools will result in an improvement in their pay.

Virtually every report on the wages of education published this year has drawn attention to the low salaries offered to teachers, and called for action to remedy the situation. But several issues remain unsettled: should pay increases be given in the form of "merit pay" and be directed only towards exceptionally good teachers, regardless of how well they perform? and to what extent should the Federal Government help the states and school districts meet the costs of higher teacher pay?

A major report issued by Congress last week comes close to resolving one of the outstanding questions. A committee set up by the Senate education and labour committee says in its report that merit pay may be useful in some cases, but that the first priority is to raise the basic pay of all teachers.

On the second question - how big the Federal contribution should be - the committee's members were unable to agree.

In calling for a rise in basic teacher pay, the committee pointed out that teachers are paid well below the average rates given to other white collar workers (see table). The average

annual salary of a teacher in the United States is just under \$19,000 (£12,300) - substantially less than that of an engineer (\$34,700) and not much more than a secretary (\$16,500).

Although low salaries have always been the pattern in schools, the problem is worsening. The report says that when women and minorities were blocked from other professions, they provided a form of "controlled" income subsidy to public education. Now that opportunities elsewhere have expanded, the traditional pool of teacher candidates has been severely depleted.

The Reagan Administration, acknowledging the fact that low pay has

should nevertheless be encouraged. Tennessee, California, Florida, Virginia and Oklahoma are considering "major experiments" with merit pay, and the Congressional committee would like to see the Federal Department of Education monitoring them to assess their impact.

The merit pay schemes receiving most attention fall into two categories. One attempts to base salary on performance, so that a teacher who raises the performance of his students in standardized tests receives a bonus. In some cases, a whole school which raises standards will qualify for a pay increase for all its staff.

The other approach is to create a

training in postgraduate work; basic fifth year salary of \$20,000.

Senior teacher - certified teacher, master's degree, at least eight positive annual evaluations out of ten; basic tenth year salary of \$30,000. Master teacher - demonstrates "best practice" in classroom, study beyond master's degree, more than 10 years of consistently positive evaluations, willing to help train new teachers; basic pay after tenth year when requirements met \$35,000; annual bonus thereafter at least \$11,000.

So far career ladders of this kind, enabling good teachers to earn \$40,000 or more without moving into administration, are a distant dream. A recent survey by the National School Boards Association found that nearly 63 per cent of teachers favoured linking pay to performance. But the major teachers' unions - particularly the National Education Association - are less enthusiastic.

The association's president, Mrs Mary Furell, was also a member of the congressional committee but sold last week that raising basic pay was far more important than merit pay schemes.

Pay contracts for teachers are worked out in fragmented negotiations between thousands of school boards and local union affiliates which do not always pay strict attention to their national leaders' policies. While local affiliates would like to see basic pay raised, they recognize that many states are prepared to be generous only if teachers accept some form of merit pay.

Local union branches are likely to accept the principle of merit pay but dig in their heels when it comes to working out the details.

Occupation	Average annual salary (in dollars)	Range: entry pay to top level (in dollars)
Lawyer	43,240	25,162 to 76,202
Engineer	34,745	23,622 to 42,494
Accountant	24,306	18,268 to 35,549
Programmer/Analyst	21,809	15,535 to 31,431
Teacher	18,945	12,966 to 23,437
Secretary	16,539	14,000 to 21,546
Total	11,915	10,893 to 13,723

deterred able college graduates from a career in teaching, has so far emphasized the advantages of merit pay schemes that concentrate pay increases on teachers who can prove their worth in the classroom. But the Congressional report warns that it is the ordinary competent teacher, who does not fall into some superior category, who constitutes "the lifeblood of the school system".

Unless basic pay is satisfactory, it warns, merit pay will have little impact on teaching standards.

Experiments with merit pay have so far had mixed and inconclusive results, according to the report, but they

career ladder system in which movement from one rung to the next - from apprentice to master teacher - depends on how a teacher's competence is assessed by special promotion panels.

A typical career ladder scheme, the report says, could have four rungs: Apprentice teacher - must meet all state requirements for initial certification and hold degree from a college or university; minimum starting salary \$15,000.

Professional teacher - fully certified teacher with five years' experience and at least four positive annual evaluations and some in-service

Cold comfort from the 5-year plan

HUNGARY

by a special correspondent

Hungarian schools face a winter of shortages and discomfort, according to a report submitted to the Council of Ministers at the beginning of the school year.

Heating, lighting, and facilities for school meals are in many cases inadequate, while changes of catenae boundaries mean that far more children will have to be transported to school by bus.

The Ministry of Education and Culture is not entirely to blame for the difficulties. The heating problem, due to a general energy shortage, was in the 1981-1982 Five Year Plan from oil to other forms of heating which, in effect, means coal. Although there are sufficient coal stores available, there is a shortage of what is described as "auxiliary parts" needed for their installation.

At the same time, the country's economic difficulties have resulted in massive cutbacks in the education budget, and many small rural schools have been phased out. The Council of Ministers' report stated, however, that only a third of the 2,520 classrooms lost to the education system in the last two years should have been closed. Many small country primary schools were, apparently, closed under pressure from the managements of state farms or cooperatives, who felt that the cost of labour to the towns could be checked if parents could be assured that their children would be educated in a new building with all the latest facilities.

As a result, some 460,000 children will be bussed to school this winter. Ironically, many of the new rural schools, which depend largely on bus-ling, have inadequate facilities. In some, the report claims, the lighting is so poor that the pupils' sight could suffer permanent damage, while in others no proper room has been provided for school meals. At the same time, the report hints that some kind of fiddling has been going on in the school meals service; the number of pupils getting school meals is, it says, dropping.

The main problem facing Hungarian primary schools, which cater for children from 6 to 14 years did not, however, come within the scope of the report - the chronic shortage of teachers. Even in Budapest, over 100 posts remain unfilled this year, while 1,100 teachers have no proper qualifications.

In rural areas, the situation is so bad that the Ministry of Education has had to announce that in some cases where necessary, the first three classes of primary school may be taught by one teacher. And this in spite of the much-acclaimed ink, which has lived on sports and cultural activities at Saturdays.

However, while primary pupils face a bleak winter, and their teachers face little prospect of a pay rise, the secondary schools will, for the first time, include computer science in their regular curriculum. Funds have been found to equip every one of Hungary's secondary schools with a computer, and teachers will be organized during the summer vacation for almost 2,000 secondary teachers.

Luis Garcia

Rock singer helps with youth policy redraft

IRISH REPUBLIC

John Weleha on a new drive to help teenagers



Bano... appointed to Government committee

The lead singer of Ireland's foremost rock group has been appointed to the new Government committee which is to re-examine the administration's youth policy.

Bono, singer with U2, will take a seat alongside Education Minister officials, politicians and youth organization representatives.

The 25-member committee has been set up in response to recent concern about the future of Ireland's huge teenage population - the country has the most youthful society in Western Europe and almost half its citizens are under 15.

Ireland still has the highest birth rate in the European Community and emigration is no longer the safety valve it once was. Indeed the change in the population distribution in recent years has been remarkable - between 1961 and 1981 the numbers aged 15-24 increased by 55 per cent nationally and by 15 per cent in the greater Dublin area.

The committee has been asked to

draw up recommendations for a policy aimed at assisting young people to become self-reliant and responsible members of society.

It is expected to submit an interim report on existing policy and schemes for young people within three months and a final report within a year. That final report will play a major part in determining the Government's approach to International Youth Year in 1985.

Caroline Cuss traces the seven-year background to a key court ruling on political affiliation

Kretzer case draws to a close

WEST GERMANY

A Bavarian science teacher, accused of anti-constitutional activities, is poised to win a seven-year legal battle to clear his name and secure promotion within the profession.

The case of Herr Kretzer, a physics and chemistry teacher at a technical secondary modern school, has high-profile status because of the question of the ban placed on his application for promotion.

Herr Kretzer has failed to obtain his career because of his past political links with the MSB but a recent court judgment removed the ban placed on his application for promotion.

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Pay ceiling adds to staff discontent

SPAIN

The Government's announcement of a new pay ceiling for public sector pay has added to the already deteriorating relations with the teaching profession.

Secondary school teachers' own have to be paid for 30 hours a week, but a teacher was free to leave at any time after 21 to 21-hour week.

The Government has already regularized civil servants' working hours, so that they all work from 8am to 3pm. That innovation aroused great consternation only to sixth-form teachers.

Generally accepted. One problem is that teachers are allocated to their posts by province and as a result they are often asked to

travel large distances to school. While on-site hours have been extended, teaching hours have been cut. All secondary school teachers will now have 17 hours of teaching a week, instead of 21, a concession formerly granted only to sixth-form teachers.

A longstanding teachers' perk - exemption from academy fees - is also under threat, and awaits a Council of State decision.

Sarah Jane Evans

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French face painful truth

France is finally facing up to the uncomfortable facts of illiteracy among its population - something it has long tried to avoid.

The French press has recently carried a number of reports on voluntary literacy schemes, like one at Reims, in which the old peoples' welfare service provided volunteers in the face of opposition from local teachers.

It is estimated that there are two million illiterates in France. Yet as recently as 1979 the French Government had responded grandly to a European Parliament inquiry, saying there was no illiteracy in the country.

It was a horror-struck minister of the new Socialist Government who first revealed Ministry of Defence statistics, based on the compulsory national service intake, that 15 per cent of recruits could not read.

An inter-ministerial committee set up as a result is due to make recommendations for action shortly.

Anne Corbett



The Tumstocken day-care centre is an oasis of swings and slides amid impersonal apartment blocks and office buildings on the south side of Stockholm. But this week its gates are locked and its occupants are empty following the revelation that nine of the ten staff members have become pregnant during the past three years and have suffered miscarriages. The city's medical authorities believe the affair has caused near panic among the centre's 45 staff as well as the parents of children boarded there and residents of the nearby housing project, where other miscarriages are now being blamed on the unidentified virus.

State money multiplies minority sect schools

paid low wages and are forced to sign outrageous contracts. In some cases, the schools have done away with professional teachers altogether and use unpaid helpers as childminders.

The number of independent alternative schools has increased by about 52 per cent between 1977 and 1982, according to the Australian Bureau of Statistics.

To receive commonwealth funds, schools, in some cases, have only to meet such financial guidelines as proving they are non-profit organizations, and to be certified or registered by the respective education authority in each state. They are not accountable

reason why a fascist school teaching courses on bomb-making should be refused funds.

Dr Anderson, who has chaired several government enquiries into educational issues, said that he believed that the present system of government funding of independent schools has led to a proliferation of small educational institutions representing minority sects, ethnic groups and ideological entities.

As a result of the controversy, Senator Susan Ryan, the Federal Minister for Education, has proposed some changes to the way funds are allocated to new private schools.

From next year, all new private schools seeking government assistance will have to submit to an "impact study" and investigation of their affairs. State bodies will also be consulted to firm up their registration procedures.

Luis Garcia

AUSTRALIA

Whether they like it or not Australians have been funding a school system that supports the belief that girls have a lower intellectual potential than boys because their brains are smaller.

That doctrine comes from the Hare Krishna school on the north-west coast of New South Wales, which this year received a substantial grant from the Federal Government.

New independent schools which offer alternative education methods have been facing criticism from two sides. The Federation of Independent Teachers' Association, which represents teachers in non-government schools, claims that many of these schools exploit teachers. On a larger scale, a senior educationist in government has been questioning the ease with which some schools receive grants.

The Federation claims that in many of these schools, the teachers are being

LETTERS

Why careers officers offered the minister a respectful silence

Sir - Mark Jackson's report on the recent annual conference of the Institute of Careers Officers (TES, October 7) and in particular, the comments on the speech given by Mr Peter Morrison, Minister of State at the Department of Employment, convey a totally false impression.

His report refers to the conference hearing the speech of the Minister "in silence", unlike the reception given to "controversial speakers in the recent past".

In my knowledge, careers officers at their conference have never been disrespectful to guest speakers no matter how controversial. We have not heckled, walked out, or deliberately read newspapers during ministerial speeches.

The main reason why delegates did not openly react vigorously to the minister's speech was that he told us nothing we did not already know about his attitude to the careers service. The Institute has previously reacted vigorously, but respectfully, to the minister's views especially in connection with the careers service's work with employers. We will also react appropriately to the minister's comments at our conference on a possible review of the careers service.

It is unfortunate that your report did not refer to the discussion between careers officers and the minister on the subject of allowances paid to trainees, apprenticeship training and the need to create more real jobs.

In our view, the minister is wrong when he implies that careers officers, without good reason, discourage young people from taking certain kinds of jobs or training. The placement record of the careers service into real jobs, where these exist, and



Peter Morrison... quiet reception training schemes has been excellent. An examination of the placement figures since special schemes were introduced in the early 1970s will confirm this.

There is also a need to recognize that the careers service has a statutory function to provide vocational guidance to help individuals make decisions which will assist them to obtain employment or training which best meets their abilities and interests.

It is in full-time continued education. This should not be interpreted as meaning that the careers service gives a low priority to placement into employment or training schemes or to its work with employers.

RAY HURST
Honorary Secretary
The Institute of Careers Officers

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Is it citizenship?

Sir - I have written in vain for angry letters to reach you following the report which said that the Association of Christian Teachers had criticized an award to a school which had celebrated Diwali (TES, September 16). In the absence of complaints about "narrow-minded Christian fundamentalists" which I expected, I am writing now to express the report's misleading impression.

The leading article in the summer edition of ACT NOW did not, as your report put it, "criticize the presentation of a special award for world citizenship, because the school selected to receive it celebrated Diwali, the Asian festival of new year."

The ACT NOW article was a comment on an earlier TES report of the presentation in the school which suggested that the school's concern for a sense of world citizenship was particularly demonstrated by the celebration of Diwali. Our point was that valuable

as observation of Diwali might be a means of gaining a sympathetic understanding of Indian culture, it is not a festival which in itself exemplifies world citizenship and a consciousness of common humanity.

There is, therefore, no particular reason for regarding the celebration of Diwali as a greater demonstration of world awareness than the celebration of Eid ul Fitr, Christmas or Easter. It may be tactless in this context to say that Christianity properly understood is multicultural, multi-racial and multi-lingual to an extent that other faiths at present are not. Yet the fever of multicultural education has taken a form that makes it highly unlikely that a school would get an award for education in world citizenship as a reward for celebrating Easter.

A second consideration in our leading article was the question of whether the celebration of Diwali had involved acts of worship. If it had, there should have been the same sensitivity to the consciences of other faith communities

that would be accorded if the school worship were Christian. An act of worship does not suddenly become an act of an issue because it takes place under the banner of multicultural education, education for world citizenship or some other.

In fact, I understand now that your report of the school's project was misleading. Other festivals were given equal prominence with Diwali, and I am told that no worship was involved. These assurances were unsolicited but I am grateful for them. It was not an intention to criticize what the school seems actually to have done, still less to convey any sense that our fellow citizens of Asian origin were in any way unwelcome in our schools, or unfree in the expression of their culture.

RICHARD WILKINS
General Secretary
Association of Christian Teachers
27 Spring Gardens
Garston, Watford
Herts

Bradford fears

Sir - I was fascinated to read "How Bradford held on to its lead in race" (TES, October 7). It came as a nice surprise to those of us who have previously clashed with the authority's attitudes on bussing, letting school premises to the National Front and education cuts to find out that there has been a noble group of top administrators who have - albeit secretly - been on our side.

Bradford is one of four authorities identified by the Child Poverty Action Group as facing the most severe deprivation in terms of, for example, single-parent families. Yet it is one of the worst spenders, being bottom, or thereabouts, of the education spending tables on a number of indicators.

Currently, the authority is proposing to cut another £12m which would reduce pupil:teacher ratios to 1:31 in primary schools and 1:21.5 in upper schools. This would involve the loss of 550 teaching posts and a net increase in non-teaching staff of 100. The authority is also proposing to cut 100 posts from its existing books.

It may be argued that within the limits of severe education cuts, Bradford has the right priorities. This is a dubious assertion.

To develop anti-racist policies takes time, resources and genuine debate. Staff need time to be retrained and develop new syllabuses and approaches.

Hard-pressed by increased class sizes, demoralized by lack of resources, the reaction of many teachers to the local authority memoranda is negative because they are already being asked to do the impossible.

Whilst I welcome the fact that the authority has changed its rhetoric and is issuing local administrative memoranda on multicultural education (without genuine attempts to provide the resources to provide a decent, adequate anti-racist education for all pupils), the authority's moves - in the eyes of many classroom teachers - will appear to be vote-catching, cosmetic exercises.

If Bradford is in the lead when its education spending is so low, God help the rest of the country.

GEOFF ROBINSON
NUT Anti-Racist Working Party
Member
Buttershaw Upper School
Bradford

I level view

Sir - I am sorry Biddy Posmore thinks that I levels (TES, October 7) are the brainchild of the Headmasters' Conference; not the least because that will hardly help them to gain credibility in the maintained sector.

In fact the idea was first floated in September 1968, in a Headmasters' Association document "The sixth form of the future", and its authors were, in the main, heads of maintained schools. Of course that was 15 years ago, a long time these days, in education.

T.P. SNAPE
General Secretary
Secondary Heads Association
29 Grosvenor Square
London WC1

On the rocks?

Sir - Ian Norris sees an essential role for earth sciences (geology) in future science education at secondary level (TES Science Extra, September 16). He draws attention to the subject's current low status in the hierarchy of sciences at this level and points to the problems this will cause when secondary science is inevitably restructured.

Mr Norris does not mention how earth scientists in higher education regard their subject at secondary level. Forty or more universities, polytechnics and colleges of higher education offer degrees in geology but none demand O level or A level geology as a prerequisite; indeed few even acknowledge its desirability. This has a profound effect on the senior end of the secondary sector where geology specialists earn their keep: most secondary centres offer no geology and where it is offered it is usually taught by a non-specialist. Thus the higher education sector is able to maintain that geology as a prerequisite and can make claims about the calibre of candidates qualified in geology and the quality of teaching of geology within secondary establishments.

With a shrinking curriculum, subjects with little or no examination status are threatened with extinction. While a niche in integrated science might prove a safe refuge for geology, and would enhance the value of such integration, the question remains as to

where the impetus to integrate geology is to come from.

STEVE FLITTON
LAURIE DOYLE
Geology Department
The Sixth Form College
Bolsover Road
Worthing
Sussex

Stony ground

Sir - In general I agree with Ian Norris ("Down to Earth", TES, September 16) when he suggests that the earth sciences should be an essential component of future secondary science courses. This would not only serve a very useful introduction to geology courses in the fourth-year onwards but would also add a wider dimension if geology was part of a truly integrated science course.

However, I feel he was being a little dishonest when he suggests that jobs waiting for new graduate geologists to walk in to, when the newspaper he used to support this argument, the Sunday Times, is quoting 27.3 per cent unemployment among geology graduates. But, we must not be discouraged when geology is viewed with regard to the interest it can stimulate in the environment.

SUSAN PRESTON-JONES
St Wilfrid's Catholic HS
Cusky Road
N Featherstone
W Yorks

Durham figures

Sir - Rumours concerning university admissions abound and seem to be increasing. One rumour is of particular concern to my work. It is reported by many that Durham considers only those applicants who place Durham as their first choice on the UCCA form.

The following table shows the percentages of applications naming Durham, and of the offers made. The figures exclude entirely those candidates who withdraw from Durham having firmly accepted unconditional offers elsewhere, usually from Oxford or Cambridge. The figures therefore relate to the real competition for places at Durham.

Durham's place on UCCA form	Applications	Offers
1	47	52
2	33	40
3	11	7
4	9	1

Because our offers are given only after an interview, candidates are then able to choose us as positively as we select them.

G.R. THURSH
Assistant Registrar
University of Durham

Ill-informed

Sir - Your article "Polytechnics in the liberation struggle" (TES, September 30) is ill-informed, at least two grounds.

The paper to which you refer is in no sense concerned "to free at least some polytechnics from the control of local authorities and the National Advisory Body". It is, rather, a discussion paper

Hull courses

Sir - We noticed a recent reference to changes in the degree courses in the area of operational research offered at Hull University (Careers Diary, October 7). We would like to take this opportunity of clarifying the situation.

Recent reorganization of management science teaching at Hull has resulted in the Department of Operational Research taking responsibility of the degree entitled BSc Mathematics and Management Science (UCCA Code 4050). This supplemented the two degrees offered by the Department of Operational Research: BSc Operational Research and Management (UCCA Code 4055) and BA Operational Research and Management (UCCA Code 4050).

This reorganization presented an ideal opportunity to rationalize the three degrees involved. The new BSc of the degrees are BSc Mathematics and Management Science (UCCA Code 4050), BSc Operational Research and Management (UCCA Code 4055), and BA Management Systems (Organizational Analysis), (UCCA Code 4050).

P. KEYS
M. JACKSON
Departmental selectors
Department of Operational Research
Hull University

Trying to find middle C

Sir - It was good to see from Laurie Smith's article *The Cruel C* (TES, October 7) that you have recognized the significance of the JMB leaflet *Problems of the GCE Advanced Level* grading scheme which was distributed in June to all universities, polytechnics and the press as well as to JMB centres. I am, however, a little puzzled by some of Mr Smith's comments.

Far from the information about the narrowness of grade C being "buried in the middle of the paper", it is central to the whole argument, which is concerned with the weakness of a grading scheme defined in terms of proportions of candidates and the particular difficulties associated with Grade C.

If the defects which the leaflet described could be solved by the boards instructing examiners "to change the way in which their papers are set and/or marked so as to achieve a sensible spread of marks" the boards would have done this year ago. They do not, push the examiners as hard as they can but, as a teacher of English, Sir Smith must be aware that teachers in the humanities are very reluctant to award marks at either extreme in assessing essays, although their colleagues marking mathematical problems will cheerfully give full marks or none.

Such differences of approach are not a matter of human perversity; they reflect differences in the nature of subjects and the way they are taught.

Narrow band

Sir - Laurie Smith highlights the *Problems of the GCE Advanced Level* grading scheme (JMB, 1983) with its narrow band of Grade C passes and the injustices that this creates for many Advanced level candidates who obtain grade D when they are just a few marks short of grade B.

Unfortunately, the solution that Mr Smith proposes - publishing the grade boundaries - would not solve the problem, although it would regularly expose the deficiencies of the system.

If grade D is in the middle of the spectrum ABCDEOF, then the proportion of candidates awarded grades C, D and E should reflect the high proportion that occurs in the middle range of the distribution. A small proportion for any one of these three grades, because of the large number of candidates in the middle, is certain to

Examinations must to a large extent reflect such differences.

To dismiss the GCE boards as "university committees" ignores the major role which practising teachers play at all levels but, even if Mr Smith's description was accurate, it would be naive to imagine that all university selectors would automatically be aware of the detailed workings of the boards.

As for making information about examinations generally available, the JMB has for some years quoted the average marks and standard deviation for each paper in the published examiners' reports. The 1984 reports will include the mark ranges for the grades in each subject.

The JMB leaflet had two purposes: first, to remind users of A level examination results of the limitations of the present system, which was laid down by the Ministry of Education in 1960 and still provides the guidelines which the boards must follow; second, to stimulate national discussion about the need for reform.

If your readers would like to see for themselves, copies of the leaflet can still be obtained from the JMB by sending an addressed envelope (25 x 18 cm) with a 16p stamp for a single copy.

COLIN VICKERMAN
Secretary to the Board
JMB
Manchester

create a very narrow band of marks for that grade.

A change in the present system would have profound effects on entrance requirements to higher education but, if the system is to be fair, it should be an accurate reflection of candidates' performance and any decrease in the ability to higher education establishments to discriminate between candidates would be more than compensated by the increase in fairness.

A more radical solution, canvassed in the JMB booklet, is to restructure the whole grading system. Whatever solution is preferred, the present system is unsatisfactory and must be changed.

J.E. DUNFORD
Head
Durham Johnstun Comprehensive School
Crossgate Moor
Durham City

Paper excluded

Sir - I was a little surprised to read (D Crofts, Letters, October 7) that the only boards to have made up their minds on a pattern for 16-plus examinations, have chosen a "petrol" method.

Mr Crofts then described a main one paper 11p mathematics. This is at variance with paragraph 528 of the Crofts Report and is, indeed, excluded in the National Criteria for Mathematics, published in January 1983, for any scheme offering the full range of grades (see 6.2).

It looks as though some changes may be necessary.

P. REYNOLDS
Crofts Committee Member
St Dunstan Road
Salford

Keep in touch

Sir - Rather belatedly I have come to read Mike Stevenson's letter "Staying in Touch" (TES, September 30). I think I may be interested to

regularly taught mixed ability fourth-year pupils. Some of them have been "disaffected".

Mr Stevenson is welcome to apply for a post at this school when a suitable vacancy arises.

J.S. WELCH
Barnes Comprehensive School
111 Avenue
Barnes
Dorset

Filling the bill

Sir - I am writing to inform you of the dilemma I am facing in my final year at university and hope that one of your readers may be able to offer me advice.

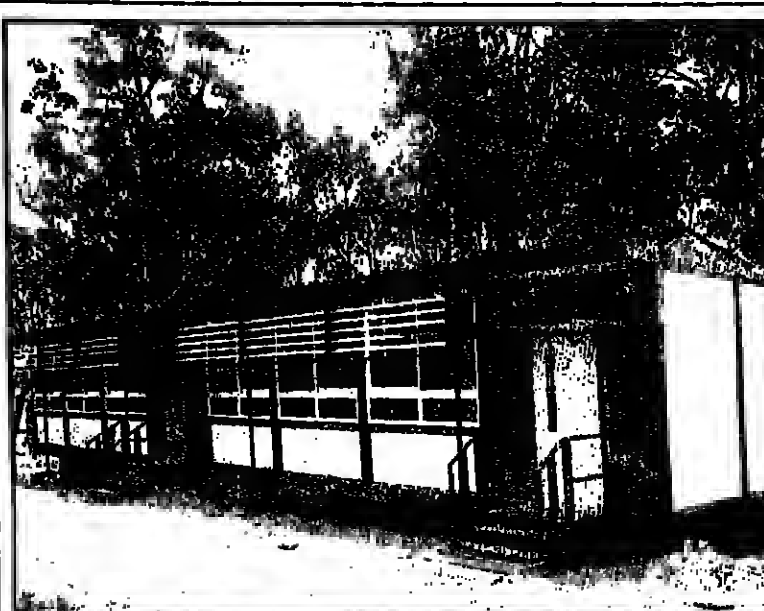
While reading human biology at Loughborough University I have become progressively interested in pursuing a career in medicine. Anticipating a successful graduation in June, 1984, I hope to be accepted as a medical student for the following academic year. I understand the BSc qualification will afford no exemption from the six-year training, but I am still determined to pursue my goal.

My home local education authority informs me that as a postgraduate student I would not be eligible for a grant for the first two years and for the remaining years, the award is discretionary.

Too brief

Sir - Your report on the HMI findings at John Mason School (October 7) shows how difficult, perhaps inadvisable, it is to attempt to squeeze into 120 words the essence of a 12-page report that is itself a highly compressed document.

When the HMI comment that "for those pupils who are particularly interested in the sciences and modern languages there can be little or no aesthetic, creative or technical elements" they are remarking on the inability of some pupils to find room for these in a crowded programme. They are not suggesting, as you have



Mobile classrooms... helped schools in the scheme expand

Open enrolment

Sir - I have deliberately waited for Kent education committee to confirm the extension of the open enrolment scheme to the whole county in order to be quite sure that my own interpretation of the school subcommittee's recommendation was correct and that put on it by your story "Kent backpedals on market place scheme for parental choice" was as misleading as I believed it to be.

A senior member of the committee duly warned today that people should not mislead themselves about what was happening, and I believe that it is important that they do not let they mislead others.

What has happened, I suspect, is that the alterations to the pilot scheme (of which I was one of the major authors) are being thought of as more drastic in effect than they will prove in practice, and that the effect of school rolls falling by up to 30 per cent has been badly underestimated by those who have written about the change. In fairness to your own correspondent the latter point does figure in your story.

Perhaps it needs to be emphasized that the original scheme deliberately balanced the interests of existing parents and new parents by ensuring that no school would expand by more than a certain amount to any one year. In certain of the schools of the pilot scheme, but by no means in all, this was done by the addition of mobiles. It could also be achieved by bringing empty classrooms into use either at a school or at one on the same campus.

While this certainly gave rise to a very considerable extension of freedom of choice, there was never any question of everyone getting their choice. What was significant was the virtual absence of appeals and indeed

(contrary to press reports) of any letters of complaint from parents. They clearly felt we were doing the most sensible to help them.

The key feature of the scheme, as its authors identified it, was the scrutiny and revision of the promulgated plan of admission limits once the final pattern of parental choice was known in order to ensure that they were in line with that pattern. The initial staffing allocation to schools could then be supplemented out of the reserve always held to meet contingencies at that time of the year.

This key feature, as the chairman of the education committee today made clear, will continue and that wherever it is "humanly possible all parents will be given the maximum freedom to decide" which school their child should attend. In the context of falling rolls the decision not to purchase extra mobiles to extend the scheme in its original form was clearly sensible. What can be done in a scheme covering only 23 schools becomes very expensive when you are dealing with more than 600 primary schools and 146 secondaries and is unjustifiable when you know falling rolls will make such a provision unnecessary in a very short space of time.

It would seem clear that for from back-peddalling Kent is going forward to extend the open enrolment scheme in the most practicable way to all schools in the county, and I can assure you I would not have voted for the decision had I not felt that the original scheme had been a success and that this was the best way to take it forward into the era of falling rolls.

JOHN BARNES
Members' Suite
County Hall
Maidstone
Kent

Failure at 11

Sir - It was with surprise and disappointment that I read of the proposals to recreate the grammar/secondary modern system in Solihull, (TES, September 30).

As founder head of Langley School in Solihull, I had an experience that is directly relevant to this. The first year that we took in had been rejected for grammar school selection. This experience of failure at 11 without a doubt marked many of them for the next five years. Their attitude, their self image and their achievement all reflected this early experience of rejection.

I am sure Solihull parents realize that if the return to a selective system is carried through, four out of five of all their children will be condemned to an experience of rejection and failure, with all that this implies in terms of alienation from school and being afraid to try in case they fail again.

When one takes in the whole ability range at 11, it is quite noticeable how those pupils who were not overtly promising at the age, in many cases change, mature and develop intellectually.

I beg everyone concerned with the future of Solihull children to do everything in their power to keep the system that has worked so well in Solihull for the past 10 years and which has resulted in more, and better 16-plus passes than under the old system. It would be tragic to destroy it, and destructive to future generations of young people.

J. MCKOEN

Head
Parliamentary Hill School
Highgate Road
London NWS

California bound

Sir - I should like to clarify a statement made about physics at Stirling University in "Scotland the Brave" (TES, October 7).

It is stated that "An honours degree in physics is now on offer...". This has always been on offer at Stirling, but what is new is that a student taking an honours degree in physics will now spend the third year of the University of California, Santa Barbara, returning to Stirling for the final fourth year.

This represents an important addition to the range of educational opportunities available to physics undergraduates.

PROF. H.R. WILSON
Head of Department
University of Stirling

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

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TALKBACK

Private ventures

JIM LYON

The article by Mike Durham on Youth Training Scheme safety standards, prompted by the tragic death of a YTS trainee following a fall down a mine shaft in Cumbria (TES, September 23) makes a number of misleading and unfair comments about private outdoor centres. It also raises some important questions concerning qualifications and experience necessary for staff engaged on outdoor activity programmes.

The article's main concern seems to be with the quality of staffing, safety regulations and practice at privately run centres. To quote: "Privately run commercial centres do not have to meet any safety requirements". "Private centres are not subject to any

regulations". "Private centres do not have to follow DES advice." The implication is that local authority and other "official" centres are safe, whereas private centres are not. The accident in Cumbria happened at a centre jointly run by the YMCA and Sunderland Education Authority. Could I also point out that the last fatal accident that I'm aware of happened about five weeks ago in a gorge near Maentwrog, North Wales. It was a double fatality and involved YTS trainees on a residential week at a nearby I.e.a. centre.

One of the worst tragedies in recent years involving young people under training in British mountains overtook a group of Edinburgh schoolchildren operating from an I.e.a. centre in the Cairngorms. Five of the youngsters lost their lives.

I don't know what the record is for privately owned/commercial centres. Presumably there have been accidents - it is very difficult to entirely eliminate risk from a programme of adventurous, challenging "character building" activities. But it is inaccurate to imply that private centres are any less safe than I.e.a. centres.

It takes considerable skill and imagination to put an outdoor activity programme that meets the requirements of the client like the MSC and at the same time maintain high safety standards. In my opinion, it can only be achieved by people with appropriate qualifications allied to great experience and sound judgment. Such people are not easy to find and certainly I.e.a. centres do not have them all. For instance, my privately run centre is staffed by a group of individuals who between them share the highest qualifications available and who have a vast store of experience - worldwide and at the highest levels. That we have survived personally is a guarantee that our judgment, the product of long and rigorous experience, is sound.

It is also wrong to say that commercial centres do not have to meet any safety requirements or comply with any regulations. We have been vetted and inspected frequently by MSC officers and other staff from organizations wishing to use our services.

I would like to suggest, however, that the safety of outdoor activity programmes cannot be guaranteed solely by inspections, regulations,

qualifications or equipment. It is important that staff should be adequately qualified in the activities they are responsible for. It is even more important that their qualification should be supported by wide experience, sound judgment and maturity; for example, a Mountain Leaders Certificate does not qualify an instructor to lead many of the activities included on outdoor activity programmes.

The staff at the Cumbrian centre were all reported as being qualified and experienced, the staff involved at Maentwrog were qualified and experienced, the staff involved in the Cairngorms disaster were qualified and experienced. But obviously this is not enough. One must ask, "Did they have the right qualifications and were they sufficiently experienced?"

I am of the opinion that there is confusion and ignorance among MSC and I.e.a.s about the levels of qualifications and experience that are available and that are necessary. A centre has recently been developed funded by MSC and Sports Council money with staff appointed and paid by them, where in fact the staff have only the

basic qualification or no qualification at all in mountain activities.

We were recently visited by a college lecturer responsible for planning outdoor activity courses. He told me that what he was looking for from a residential centre was the "most sumptuous" accommodation that his budget would permit. He was impressed with our qualifications, our range of activities and our approach to YTS trainees but he opted for a more luxurious but less well qualified centre.

It would be interesting to know what qualifications and experience the MSC considers necessary for the conduct of outdoor activity programmes. It would also be interesting to know what experience is available to guide YTS staff as to the criteria they ought to apply in judging the suitability or otherwise of outdoor centres and programmes.

Jim Lyon is Managing Director, Mountain Ventures Ltd, and was formerly a senior lecturer in outdoor education at the I.M. Marsh College of Physical Education, Liverpool.

Ritual slaughter

D G WRIGHT

Diane Spencer's report (TES, October 7) on Bradford multicultural policy in education reveals the difficulties involved in coping with the demands of the Islamic conscience. Few are able to contemplate Muslim attitudes towards, and treatment of, girls and women without repugnance.

Hence Doris Birdsall, whose services to education in the city are unrivalled, felt obliged, as a lifelong feminist, to vote with her Labour colleagues against maintaining the two religious single sex schools, strongly

values and those of the Islamic faith. The tradition sharply conflict. No doubt there is a good deal that is welcome and commendable in Bradford's local administrative memorandum on race relations. But this vigorous attempt to palliate orthodox Muslim opinion and head off demands for voluntarily-aided Islamic schools contains at least one extremely unpleasant component which has aroused more widespread disquiet than the feminist issue.

The provision of halal meat in school canteens may well be, as the official responsible for implementation, the council's rapid policy in education is reported as saying, "evidence proof of our good intentions". But it is made at the expense of animal suffering and a good deal of righteous anger among the citizens of Bradford Metropolitan District.

As Diane Spencer tells us, halal meat comes from animals other than pigs slaughtered according to Islamic law and ritual. Unfortunately Bradford's extremely conservative Muslim community regards pre-stunning as contrary to Islam, although some Muslim communities in other areas, Kirk-

lees for example, accept pre-stunning. It is this refusal to accept pre-stunning that has prompted an intensive local while breakfast.

English law permits the ritual slaughter of animals by religious groups, with Jews originally in mind, even though the RSPCA regards the practice as cruel. Hence Bradford council is not acting illegally in permitting ritual slaughter in its abattoirs. What many people object to is the fact that, by introducing halal meat in schools, the council is increasing the total amount of animal suffering and appearing to encourage and approve of ritual slaughter, as opposed to being obliged by law to tolerate it.

When Diane Spencer writes that "apart from protests from so-called animal welfare groups and abusive telephone calls to the chairman of the education committee's home, the scheme had a smooth introduction at the beginning of term", she is (ignoring the gratuitous insult) encapsulating in her "so-called" being misleading.

The Bradford Telegraph and Argus, the local newspaper with a praiseworthy record on race relations, has recently admitted that "over the last year Bradford has been the scene of a remarkable and seemingly never-ending campaign against Islamic methods of slaughtering animals". At least 200 letters of protest have been received by Bradford council, with a similar number sent to the BBC after a regional news item on the issue. The Telegraph and Argus itself has received, and continues to receive, large numbers of such letters.

One may surmise that, on this issue, councillors and the white electorate are poles apart and that there is greater public hostility to ritual slaughter than to separate Muslim schools, a nightmare perhaps largely confined to educationists.

The question of ritual slaughter without pre-stunning is an embarrassing one for those central liberals who pride themselves on being enlightened on race relations; yet find cruelty to animals revolting, while at the same time condemning the wider excesses of the animal rights movement. Their

dilemma does not deserve to be airily dismissed, or glossed over in reports in The Times Educational Supplement. The conflict between sound liberal principles: hostility to animal suffering versus religious toleration, is a genuine and even painful one. Those who come down on the side of less animal suffering find themselves in an uncomfortable position among many unwelcome fellow-travellers, given that many of the letters of protest about halal meat are semi-literate and repulsively racist, their writers seizing on the issue as a convenient stick with which to bash Pakistanis.

Nevertheless, it is difficult for anyone who has read philosophers who emphasize our duties towards animals, to regard Bradford council's encouragement of ritual slaughter with anything other than profound distaste. Such feelings are reinforced by recent research on animal behaviour which further demonstrates the fragility of the species barrier. As long ago as 1789, Jeremy Bentham argued in a celebrated passage in his Introduction to the Principles of Morals and Legislation that a day might come when animals would be seen to possess rights and therefore should not, no more than a slave, "be abandoned without redress to the caprice of a tormentor". The question is not "Can they reason?" nor "Can they talk?" but "Can they suffer?"

There are sound utilitarian reasons as to why we should treat animals decently, even if those reasons do not necessarily impel us to become vegetarians.

It is therefore a perfectly defensible position to claim that it is wicked of Bradford council and its potential imitators to pay the price of increased animal suffering in the hope (which might well turn out to be a misguided one) of improved race relations. If those who like myself, hold that position are consequently and suggest unfairly branded as "racist", or even anti-semitic, then so be it.

D G Wright is principal lecturer in history at Huddersfield Polytechnic.

Fair copying

JOHN ROY



In her informative article on handwriting ("Writing wrongs", TES, September 23) Rosemary Sassoon outlined a number of significant factors which affect the quality of handwriting that pupils produce, but there are others, both in the personality of the writer and in the demands of the school.

Ms Sassoon alluded briefly to the part played by the pupil's personality, pointing out that "older children's misery and failure are mirrored in their handwriting". Many teachers would feel that handwriting shows other feelings, too. Chaotic layout may mirror poor mental organization; may display a lack of expectation for life to make any logical pattern, may reveal underconfidence or arise from a lack of adult models. Fear of misspelling too can lead a pupil to ambiguous letter formation.

Bad handwriting is often part of a package of problems. It can sometimes be linked to latecoming and to lack of care in clothing and does then appear to be one element in an encompassing syndrome.

Poor handwriting can reveal the pupil's attitude to particular subjects and teachers or to learning in general or result from the need to write quickly. We can overcome this if we foster the attitude that writing generally involves redrafting, that the first drafts are mainly the "workings" and need not be in especially good handwriting as long as the pupil can read them easily himself, but that the last copy must be clear and aesthetically pleasing. Local authorities appear singularly unsuccessful in standardizing handwriting in their schools. In a primary I know of, four styles are taught, three being styles fashionable, the other a particularly unusual hand developed by one teacher on the grounds of aesthetics. Such contrary demands put a burden upon a child struggling to write but believing that "teacher must know how to do it" (or at least one of the teachers).

What truly destroys the handwriting of our secondary pupils is the amount of copying and dictation that goes on. The Scottish Council for Research in Education report, *Writing Matters* (1983), noted that half of all the writing done in 93 schools in one week in November 1978 was copied or dictated, amounting to about five pages a week for each pupil.

In the face of this, handwriting often breaks down. Ms Sassoon explains how better letter formation and a change of writing implement can help the pupil cope with writing at speed. While this is true, would attention be better focused on the demands that such "teaching" places upon pupils rather than upon the pupils' inability to meet them? Perhaps we wish to attack the problem in both ways.

In the secondary school, attempts to help a pupil to write in better handwriting must begin by finding out if the pupil could already write well, but has chosen not to. In some cases the subject teaching requires change rather than the pupil. When there really is a handwriting problem, then giving the pupil the demand of a real audience by wall display or circulation in a magazine for the class, often inspires change.

Aesthetic approaches work well. Writing with italic fountain pens is interesting because they are attractive and novel. Many pupils enjoy practicing with them, especially in writing poems, Christmas cards and wall posters. Of course this is balanced against the fact that it is yet another style of hand, and might lead to more confusion. It helps to say that this writing is a sion. It helps to say that this writing is a sion. It helps to say that this writing is a sion.

Children in Britain are among the most assiduous video-watchers in the world. It is too early for conclusive answers as to long-term social effects, but here and on the following four pages we report on some significant new research, talk to teachers, parents and marketing men, and describe how the video craze has come to permeate two very different local communities.

'Family Entertainment Enhancement'

Mary Harron examines the scope and implications of the video boom, and suggests that the really significant things are happening upstairs in the children's room

The video explosion began in 1979, when 150,000 recorders were sold in Britain, and sales have accelerated steadily until this year they reached 2.2 million. A report by the advertising agency J Walter Thompson predicts that by 1990 70 per cent of British households will have one, and the industry is confident that the market will grow until there are as many video recorders as there are television sets.

However, sales may begin to slow this year as recorders become more expensive: the effect of EEC measures against Japanese imports. The Japanese control 95 per cent of the market through Sony, Sanyo and Hitachi; and Ferguson, an English firm under licence to the Japanese company JVC. The remaining 5 per cent is taken up by the European Philips and Grundig.

Early market research on video found that recorders were bought by "ABs" (the professional managerial class) and adventurous "Cs" (middle manual workers). Now sales are spread quite evenly over the entire social range and video is no longer a consumer novelty, but an institution. Their function has also shifted since 1979. Initially videos were bought for "time shift" recording (taping the television programmes you couldn't watch while you were out) or for status (the first one on your street). Now the trend is to buy or rent the machines in order to watch pre-recorded tapes, usually of films.

Video has affected cinema attendance and

television ratings, although the television statistics are misleading in that they don't take account of time-shift recording. What is certain is that video has affected the nature of television viewing. Now that they are no longer tied to programme schedules, thanks to pre-recording, audiences are becoming more selective: the very act of being able to fast-forward or rewind creates a more active approach to viewing.

The video boom can be seen as part of the great British DIY craze of the 1980s. Once a passive activity, television viewing has been transformed into something more like a hobby: an area of choice, of self-expression, of "lifestyle". As with the rest of DIY, video has helped turn the home into the new entertainment centre - replacing the cinema, nightclubs, rock concerts and pubs. However, this does not mean a return to Victorian style family life. It seems rather to be a symptom of the Americanization of Britain. The Henley Centre for Forecasting has observed a shift from the traditional nuclear family to the "cellular" family in which each member operates as a separate unit, each one "doing their own thing".

Even television no longer unites the family in the sitting room, now that many households have more than one set. In what market research calls "Family Entertainment Enhancement", the video recorder will be attached to the main television set, and the video games unit to a secondary set for the children's use. And when

considering the real future implications of the video boom it is not the adults we should be looking at, but at what goes on up in the children's room, as they use their home computer to programme their own video games on the television screen.

The video games market is still dominated by Atari, which is now controlled by Warner Communications Incorporated. Their success has devastated the traditional toy market, forcing games giants like Mattel and Waddington to climb on the video bandwagon. For their devotees, video games are not just games but art, science, a mystical experience. A recent Atari newsletter contained a report by Dr Alan Kay on "Atari and the Future". Writing with that chilling enthusiasm common to computer fans, Kay located the source of the video game's appeal in that basic human desire to "enter simpler, safer, more controllable, but still exciting worlds that are analogies to the one in which we live... If the Visual Arts are the limitation (sic) of life, then the computer Arts are the limitation of creation itself. Disney's Fantasia has excited (sic) generations. The computer is a 'pocket universe' in which a fantasia can not only be experienced but created".

What adolescent boy (and most Atari obsessives are boys) could resist a fantasy of total power? The catalogue of Atari software has a "Home Education" list which includes a game called *Scrum*: "Learn how a nuclear power plant

operates. Your Atari Home Computer will build the plant then you control its operation. More than a game, *Scrum* is modelled according to real life situations." So much for Three Mile Island. Then there's *Energy Czar*: "Suddenly you have the full power to guide the country through the energy crisis. The results of the decisions you have to make are reflected in growth of the economy, the inflation rate and public opinion." And finally, there's *Kingdom* which simply says "You are the King of a small agricultural Kingdom many years ago. If you make the right decisions your reign may be a long one!"

One thing the Atari newsletter doesn't give much information on is Atari's financial crisis: in December shares dropped in America from \$54 to 32, and the company lost \$45 million in the first quarter of 1983. It was a disaster brought on by a shift in the market from video games units to home computers, which had become comparable in price and could not only be used for video games but for all kinds of home programming - including inventing your own games. Atari's video games, or "software", were hit by competitors producing games cartridges which could be used on Atari machines.

Atari had been caught out by their own audience: the first computer generation, who understand video games better than any executive, and want to programme their own. This teenage audience is a very discriminating and demanding one. A market researcher recently admitted to a certain alarm at meeting groups of teenage computer enthusiasts who speak a private language culled from computer jargon: "These kids are real obsessives and some spend five or six hours a day with their home computer. It's like the computer's a friend. And they're learning to programme for it's own sake, using it as a learning mechanism. As a 35-year-old I'm going to be facing a real culture gap by the time these kids are 20. They've taught themselves to think differently."

Atari has responded to this new group of consumers by employing younger and younger designers; the British press has had a spate of stories about 16-year-olds hired at large salaries as consultants, or making fortunes by inventing video games. And in America we see a real sign of the future. There, video games and home computers are overtaking rock music as teenage entertainment - and laying the foundations for the new generation gap.

Mail. The confusion seems rooted in a series of shock-horror news stories about crimes allegedly committed under the influence of videos. On July 13 the *Mail* had a front page story - "A VIDEO NASTY KILLER" - which told how "Keanon Smart, 23, murdered his best friend after seeing horror films in which his peculiar sexual fantasies were acted out. One film, *Zombie Flesh Eaters*, featured people being tied up. The other, *The Wanderers*, was about the taking of hostages."

The *Wanderers* is a serious American movie about street gangs, based on a critically acclaimed novel, and could not be classed as a horror film, much less a video nasty. Perhaps more to the point, the article later revealed that Smart had already been convicted of similar attacks in 1976 and 1977 - well before the advent of video.

This is not to say that watching sadistic violence has no effect, but by this point video seemed to have become a fashionable defence. In April *The Times* reported that a 16-year-old accused of rape claimed he had been incited by a video of *Confessions of a Window Cleaner*, which is not exactly hard core. In June the *Mail* had a headline "FURY OVER THE VIDEO RAPIST". 18-year-old Martin Austin had indeed been watching video nasties, but he was also a glue sniffing addict with severe personality problems who had just been released from a detention centre. Again in August the papers were full of the case of a rapist who had become "sexually aroused" by what his defence counsel called video films "of the most vile kind". However, the accused was also said to have been drinking heavily and taking drugs, and to have suffered a severe personality change after brain damage received in a car crash. As in the other cases video was one influence among many, but it grabbed the headlines.

One journalist criticizing the *Mail*'s campaign says that "to over-emphasize the link between crime and video is to fit the facts to the story rather than analyse the facts. By widening the definition of 'video nasties' the *Mail* blurred the issues and turned it into the 1980s equivalent of the old pornography debate." Although by no means the only paper to blame, the *Mail* is the paper that most successfully exploited the video scare. The original precise issues raised by video - the pirate trade in obscene and sadistic films, the fact that they were viewed in private and audiences could not be monitored by a cinema - have been lost in a general, unfocused panic about sex and violence on film.

Mary Harron

WHAT THE PAPERS SAY

Fleet Street's obsession with video reached a crescendo in July and August, providing useful fillers at a time when hard news is in short supply. The Sun kept a surprising low profile, but deserves full marks for regularly combining all its favourite obsessions in one with a headline that screamed, "STORM OVER SEX AND DI VIDEO GAMES". An American businessman named Al Stennet had apparently invented a "sexy new computer game" which an electronic reproduction of Princess Diana's face would be seen "answering" intimate questions. However, after this promising beginning the story dropped from sight.



Initially the *Mail* picked up on Labour MP Gareth Wardell's campaign with an article that wrote luridly of the anguish of parents "who stumbled on their kids filling the parlour with flickering film". Wardell's prime target was, as he flickering film, the British Board of Film Censors refused to issue a certificate to are being made readily available and I know they are falling into the hands of children as young as six". At this point the generally accepted definition of "video nasties" was of films so violent and sadistic that they would never be allowed on general release.

The *Mail* reflected this when they wrote in February that "a large slice of the £500 million cassette business involves obscene films. So obscene, in fact, that the videos the kids collect in guilty giggling groups to watch, could not be shown in any British cinema to their parents". Soon afterwards the *Mail* launched their "BAN THE SADIST VIDEOS CAMPAIGN": a regular series with a logo which included the photo of a video nasty cassette featuring a drooling zombie

face and the title "EATEN ALIVE". Within a few months, however, the definition of video nasties had been so stretched that it had been used to refer to soft porn, horror films on general release, and perfectly respectable Hollywood productions.

On July 7 of this year the *Mail* published an article with the headline, "Cruel movies fan hooks four to death". It turned out to be the story of an escaped prisoner in California who had murdered four people "after regularly watching violent video films". What in normal circumstances would have been a small news item used as yet another example of American lunacy became a warning that "underlines the importance of the *Daily Mail*'s campaign for urgent government control on video nasties in this country". No details of what the murderer had actually seen were given, but the article mentioned that only two days after the killings other inmates watched a video of *The Texas Chainsaw Massacre*, while other prisoners in California had been allowed to see *My Bloody Valentine* and *Friday the Thirteenth Part II*. All these films are on general release and could be seen in any American movie theatre.

The growing confusion over what a video nasty means was reflected all over Fleet Street this summer. In *The Times* and *Telegraph* as well as the

"EXTRAS" scheduled for January - March 1984 in the TES

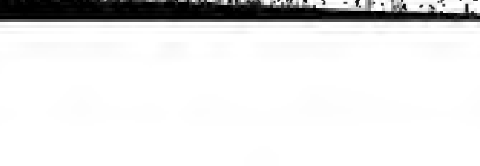
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Laying down the law

Frances Farrer reports on new moves in Parliament



"You can get a long term scar"

Mrs Graham Bright's Private Member's Bill to try to deal with video nasties is the second attempt on the subject and the first to come before Parliament. It assumes that some video material is too "violent and horrific" to be allowed onto the market at all, and that the contents of the rest needs classifying for the sake of clarity. The public will still have access to some fairly unpleasant viewing if the Bill becomes law, but they'll at least know what it is and what age-group it's considered suitable for. Most important of all, this should provide some protection for children.

Currently 27 videos made in America and Italy are designated the hard core. The Bill would ban them and others like them altogether. At the moment if the police pick up the very nastiest nasties - and the Bill talks of "snuff" movies, sexual sadism, and torture, while gossip talks of genuine murder being filmed - it can take 12 to 18 months to get a prosecution with perhaps a £400-£500 fine. The Bill would create police powers to seize and prosecute immediately, with

nasties such as the NSPCC are backing the Bill, as are ordinary citizens, parents, teachers and feminists. Apparently not many teachers have written or teachers. Only one head teacher and one school governor are identified. Those against have not identified themselves professionally.

A nonconformist clergyman wrote: "We are not 'stuffy Victorian do-gooders', just ordinary people who care for the quality of our society... We applaud you for the stand you have taken and support you in the face of your critics." Anyone supporting any kind of censorship runs the risk of attracting the "Victorian" label, although it would be a difficult one to stick on the many feminist groups that have written. "We cannot leave it to the consciences of shop owners to refuse to stock videos", says a letter from one such group. "Since there is too much profit at stake for them to make objective moral judgements."

The strongest area of concern of course is for what children may see, and there is evidence that they are seeing a great deal. The NSPCC press statement said, "whatever the justification for adult viewing we are determined to protect children from being exposed to what may do them lifelong harm". And whatever the latest research findings are on the effects on children, many of the public seem convinced they can only be harmful. "It is my opinion that films of this type encourage violence and perversion and sadistic acts in our society. Think you for what you are doing", writes a housewife.

But a small percentage of the letters offer no thanks at all. "Mr Bright, you are as bad and as bad as Mary Whitehouse. Is my video going to be a £400 ornament?" "I want no-one but myself to decide what I watch in the privacy of my own home. I find myself horrified by the recent patronizing form of democracy... and the anti-libertarian stance which corrodes the very soul of freedom." The Conservative MP, Mr. Bright, is a man who has always supported the Conservative party line to find that you seem to be endorsing the aims and activities of those usurpers of other men's consciences who in this society become daily more arrogant.

But perhaps Mr Graham Bright should have the last word, since it is his Bill. "You can get a long-term scar from experiences like watching these things, which doesn't visibly show. Even adults need protection in categorization."

Trade winds

In response to Graham Bright's scheduled parliamentary Bill, The Video Trade Association has mounted its own survey into the attitudes of video consumers.

While accepting that some form of legislation is necessary "to ensure common standards and a clearer understanding by the police, the video dealer and the consumer, as to what is, or is not, legal", the VTA is against videos being more strictly censored than cinema and the taking of controversial videos out of the high street shop and into licensed sex/violence dens.

Apart from one absurd question, "Do you believe that any film which is considered NOT TO BE OBSCENE should be available to adults from their video library?", which is apparently being asked as seriously as the rest, the questionnaire raises basic questions about censorship.

Although the questionnaire had to be returned to the VTA by September 30, full analysis has yet to be completed. The following preview is based on 23 customers who were questioned after completing the form; 10 were female, 13 were male and roughly 50 per cent had a child under 18. Responses are in brackets.

Do you believe that the video films which you watch at home should be: a) More censored than the cinema? (15%); b) The same as cinema (22%); c) Less censored than the cinema (78%).

Do you believe that parents should have the final responsibility as to what their children should, or should not, watch? Yes (83%); No (17%).

Do you believe there should be censorship on video films which are watched in the privacy of the home? Yes (17%); No (83%).

Mark Featherstone-Witty

It's all so new, isn't it?

Sheila MacLeod's research suggests that the teaching profession has not yet woken up

Until last week I had assumed in a vague, lay-person's sort of way that the advent of video was a matter to which the teaching profession must have given some hard thought and that, even if it had not reached consensus, it would at least be conversant with the ways of its own pupils. But a quick chat with some 40 people, speaking either as individuals or as representatives of organizations, has persuaded me otherwise. My interviewees could be roughly divided into three groups: the non-thinkers, the closed thinkers and the open thinkers. Of these, the first was easily the largest.

The matter of our conversations was as follows. What sort of access, if any, did pupils have to video outside school? What sort of pupils were more likely to make use of such access: boys/girls, working-class/middle-class? How active (as in playing or inventing games) or passive (as in watching films) did such use tend to be? How, if at all, was either use affecting observable behaviour during school hours? Was it affecting attitudes to teachers, the curriculum, learning in general? Was it affecting social skills, moral attitudes, etc? And, given that something was going on, what, if anything, should be done about it?

The non-thinkers could be subdivided into two groups: those who had given the matter no thought and those who thought there was no matter worth thinking about. Typical of the latter category was the public school head who told me cheerfully and politely that he couldn't help me, that in his school the matter simply didn't arise. He was, he said, sitting in his study with two colleagues and the expression on their faces was, "What a waste of time, isn't it?" Whether his fellow members of Head Masters' Conference share his attitude I was unable to ascertain: the

two I tried to contact were too busy in return my calls.

The National Union of Teachers spokesperson seemed similarly fazed by my enquiries. The union had been examining cable and satellite television but not video, because it was all so new, wasn't it? But, she went on to assure me, schools would see it as part of their role to encourage discrimination in the watching of video among their pupils. Whether the NUT membership at large endorses her sanguine view must surely be open to question.

But the term "non-thinker" is not intended entirely pejoratively. Several of those who admitted having given the matter no thought said in almost the same breath that they should have or that they would, and one Bristol primary head said she would put the matter on the agenda for the next staff meeting. This group tended to refer to the problem of video (although I had used the word "phenomenon") and to assume that I wanted to know about video "nasties": things they themselves had never seen, although they knew there were a lot of them about and that access to them was becoming increasingly easy. Two said blithely that children were tougher than we thought and didn't take all this porn and horror seriously anyway. But most were worried, and I did not feel that non-thinking meant non-caring.

The position of the closed thinker (again, the term should not be taken entirely pejoratively) was stated most forthrightly by the National Association of Schoolmasters/Union of Women Teachers spokesperson. They had identified a problem and they knew exactly what should be done about it. Video had a capacity for both good and evil and we should see to it that good

prevailed. As it was, children were being exposed to material which could only be described as the worst of the low, and there had been several cases concerning juveniles who had committed violent crimes after watching violent video. The solution was simple: legislation. Anyone selling unsuitable material to underage people and any underage people who bought such material should be liable to prosecution. Trendy producers might object, citing censorship, but their interests (which were chiefly to make money) should be sacrificed to the health of the nation.

The open thinkers were those who had thought about video, who were unwilling to make any assertions and who, while welcoming the advent of the medium in general, had grave reservations about the uses to which it was being put. The deputy head of an East London comprehensive said that although video games encouraged dexterity and fast thinking, they tended to be intellectually limited and culturally shallow. Many of these games were war games which rewarded belligerent behaviour and reinforced macho attitudes. As such they were on the same continuum as the nasties. The rehearsed public response to such material was bravado which was probably covering up a great deal of anxiety and prevented honest discussion. A South London primary teacher also stressed anxiety as a major effect: children were watching television material (often unbeknown to their parents) and they couldn't talk about it to adults. One could only guess at the resultant psychological damage. There should probably be some restrictions, she said, especially on video shops, but the question of censorship was a vexed one, and a PR campaign from an organization such as the Central Office for Information might prove more effective than legislation.

Of the organizations I contacted it was National Association of Head Teachers which epitomized the open-thinking approach. At their last national conference two Suffolk members put forward a motion, advocating a licensing system which, while it accepted the British Video Association categories, rejected the BVA voluntary code itself as incapable of touching the real problems. That this was no knee-jerk reaction but a studied response to the presence of video is attested by the fact that I talked to the proposer and seconder of that motion.

Peter Roberts had done a mini-survey at his school, Samuel Ward Upper School, Haverhill, among the first-year pupils. Of the 238 questionnaires sent out, 209 were returned. Of these (and Mr Roberts stressed that his was not an affluent area) 96 had video recorders at home and a further 73 had ready access via a friend or relative. So three-quarters (a figure quoted to me by several others) were regular video-watchers. There was evidence that parents were either ignorant of or unconcerned about what was being watched, although much of this was clearly softly pornographic and/or violent. Peter Roberts himself was more concerned with the violence, which he found distressing and felt could only be stomachable by someone devoid of compassion. The ultimate effect must be desensitization and an inability to form human relationships.

Lawrence Moscrop of the Forest County Primary School, Brandon, endorsed his colleague's findings, adding that it was the families who caused him most concern who were the ones who tended to have video recorders. Both thought (while not citing simple cause-and-effect) that their pupils were becoming at once more detached and more sophisticated. It seemed to them, as it did to the majority of my interviewees, that children were becoming less responsive to the spoken word in the absence of visual stimuli. Although some found this a disaster to be combated, Mr Moscrop said firmly that it was teachers who would have to change.

There is something going on. Video is not just television only more so. Thanks to their legally-enforceable charters, we have always known more or less what to expect from the existing broadcasting organizations, but the whole area of video is a free-for-all. Copyright is being flouted, unscrupulous entrepreneurs (as distinct from trendy producers) are making vast fortunes, while minors remain unprotected from potentially destructive stimuli. Maybe some privileged and/or talented boys (girls play minor roles in this drama) are making creative use of, and money from, video, but the overwhelming impression is that, as one of my interviewees put it, "anyone can get anything for 99p" through membership of a video club. The main use of video by unsupervised children is passive rather than active, arbitrary rather than considered. And growing. This latest phase of the revolution in electronic communications is, like Buddy Holly's love-life, going faster than a roller-coaster. You fast for must minds to leap on board?

HOME TRUTHS



A report to be published next month offers new evidence of the extent to which children are watching sadistic and pornographic video films at home.

David Harshorn, a teacher, recently gave a questionnaire to 252 children aged between nine and thirteen at a mixed middle school in the Midlands, in an attempt to classify the films they were watching. He was apparently prompted to make his survey after hearing them discussing the gory details of the latest films during break. In an area where little "official" research has yet been done, his report makes interesting reading.

Pupils were required to state which year they were in, and their sex (136 boys, 116 girls). They were asked if they had video recorders at home (38 per cent "yes"); 51 per cent knew how to operate a video recorder. In answer to the question as to who they viewed with, a significantly high proportion (51 per cent) said they watched with their parents.

The classifications in the questionnaire for the types of film were: thrillers; love stories; science fiction; cartoons; horror; detective and police stories; "nasties" (supervising staff were told that children who were puzzled by this category had probably not seen one); films about "real things" (documentaries) and comedies.

Two hundred and sixty-one different titles were mentioned, of which only 28 were found to be suitable for children or family viewing, according to video directories. Horror formed the largest group with 99 titles (38 per cent).

Nearly half the children (48 per cent) said they had been "frightened" by something they had seen, and 44 per cent said they had been "worried" by something they had seen. Mr Harshorn reports: "These worries covered most of the conventional fears of that age-range - 'They might come and get me - when I'm asleep I have nightmares' (first year having seen *Somebody's Watching Me*); 'When she started her period in the shower' (third year - *Corrie*); and some less so. There was a considerable preoccupation with blood, dismembering and dis-

embowelling in a variety of ways. 'When the floor board came up in a bedroom and somebody got their insides pulled out and blood was all over the place' (10-year-old - *The House That Dripped Blood*); 'When the man cut off five children's hands' (second year - *Do Not Answer The Telephone*); '... when the man was lying on the bed and a knife came straight through his chest' (third year - *Welcome to Camp*). 'When the head was chopped off' (nine-year-old *The Evil Dead*). Mr Harshorn makes the point that children are well able to cope with an energetic imagination, but adds "I am not convinced that when very strong visual and auditory images accompany such imaginings, children are equally able to cope with the confusion created in their minds".

Forty per cent of the children admitted they had watched a film they had been told not to. These included *The Evil Dead*, *Emmanuelle 2*, *Confessions of a Window Cleaner* and *The Texas Chainsaw Massacre*. They managed to watch the films when parents were at work or out shopping or else at a friend's house. Some said they got up early in the morning before everyone else or came downstairs after everyone had gone to bed. Thirty-eight per cent felt they'd seen a "nasty". American *Werewolf in London*; *Zombie Flesh Eaters*; *Driller Killer*; *Cannibal Apocalypse*, among others.

Unlike television, which has been the subject of research for many years, there is little or no regulation where video films are concerned, either by producers or by government, of what may be shown or to whom. "There seems to have been a hope," says Mr Harshorn, "that parental control would be a sufficient regulator." Sadly, this does not appear to be the case. "My dad told me 'it's a real story so watch it,'" said one 11-year-old of *The Texas Chainsaw Massacre*.

Joyce Arnold

Children and Video-films at Home by David J. Harshorn, will be published in full in the forthcoming issue of *The Journal of Educational Studies*.

Tests of manhood

Chris Mosey reports on research in Sweden

A survey carried out among school children in Sweden by Lund University has revealed that they lose their ability to react to violence in real life after watching video "nasties", and that watching the most violent videos has become a "test of manhood" for today's male teenagers in Sweden.

The survey, headed by sociologist Keth Roe, involved more than 2,000 12 to 16-year-olds from the southern town of Vaxjo (population 65,000), and was funded by the Bank of Sweden Jubilee Fund. It revealed that 77 per cent of the children watched films with small groups of friends - watching alone was considered to be boring and larger group viewings made concentration on the films too difficult.

Uninteresting, poorly made television programmes and high cinema prices appeared to be the main reasons for the increasing vogue for video. Almost all the 15 and 16-year-olds interviewed expressed deep dissatisfaction with the facilities available to them for entertainment. "They experience themselves as being in an 'age between' for which no provision has been made - too old for youth clubs and too young to get into adult places of entertainment... video viewing provided a cheap and exciting alternative". They were cheap because the cost of

hiring was shared between five or six people, and the survey found that controls over hiring were quite ineffective. "Few had ever experienced difficulty in obtaining whatever films they wanted. Some shops merely kept the 'nasties' under the counter, and in any case there was a circulation of pirate copies if you were 'in the know'."

Attempts by the authorities to impose restrictions were particularly resented. One boy is quoted as saying "that's what Swedes are best at - age limits. Age limits on everything. Forbid everything here - soon you won't be able to buy a packet of juicy fruits until you are 15."

Keth Roe found that most youngsters tired of violence and pornography after a while, but said it seemed necessary for them to be subjected to the worst excesses of both before their critical faculties were shocked into action. Boys tended to be less truthful than girls about their reactions, striving to maintain a "tough front", though some confessed to feeling tired, "empty headed" and sick after watching violent films. "There was one film, *Exterminated*, where they used a meat mincer," explained one boy. "A man fell into it and then came out as minced meat. It looked really grisly." *Exterminated 2* is apparently on the way.



The films in question: from top left end clockwise, 'Confessions of a Window Cleaner', 'The House That Dripped Blood', 'SS Experiment Camp', 'Zombie Flesh Eaters'

Honour is saved

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Ethical Issues

Exception

Childhood under threat

1950年10月1日

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Michael Church reports from The Frankfurt Book Fair; Mary Hoffman on Cliff Moon's system for teaching reading

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Orwellian

George Orwell Year approaches. *Nineteen Eighty-four* and the other five novels are individually available in paperback, or collectively, in alphabetical order, as the Penguin *Orwell Doorstop*, too large to fit the

Next year will not be as imagined. One thing, however, he did foresee and prospected biographies. Why? Read Pyvel. Up to 1940, when they met, you will find a superficial glossing of the Works ("one can see what somber thoughts were whirling through his own mind"), and from then on, trivia: the hand-rolled fags, the strong tea, the baby's bath-time, the chance remarks that, as here recorded, make up an affectionate violation of the privacy of a deeply reserved man. As literary editor of *Tribune* from 1945 to 1949, Pyvel knew Koestler, Connally and the others

ornament his book; he could have written a plain memoir of forties intellectual life, instead of this. I wish he had.

To the centenary celebrations of Lord Berners, Oxford University Press have contributed a slight paperback (1.95) containing *First Childhood*, an account of his nursery and preparatory school years, and *Fan From the Madcap War*, a mildly funny skit on universities with caricatures of notable personalities, including himself. In *Under Glass Bell* (Kling Penguin, £1.95) the egregious Anais Nin rapturously applies her overdeveloped sensibilities to the short story form. Somewhere in these character studies an altruist trying to get out.

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The presence of between five and six million video-cassette recorders in the homes of this country has encouraged a mushroom growth of outlets for the sale or hire of prerecorded tapes. The street corner grocery shops now house video clubs, television rental firms offer special tape hire services, newspapers make special arrangements for readers to hire or purchase cassettes and around 35 public library authorities now provide video lending libraries, usually on a rental basis. Established publishing houses like Longmans, Macmillan and Nelson have developed video sections and the BBC has introduced its first video catalogue for the home buyer.

There is a growth in the amount of prestigious material for sale, material which has been produced on videotape with the individual domestic buyer in mind and not just organisations like the Royal Opera House. Crowtham Garden have created their own video production companies. Clearly large numbers of people anticipate a ready domestic market for prerecorded videotapes.

As the amount of video material grows, so does the sophistication of the recorder, but sophistication does not bring dramatic increases in price. Both recorders and tapes are in fact getting cheaper.

How far home users take advantage of these sophisticated developments is not known, but one imagines that comparatively little use is made of freeze frame and fast picture search and even stereo sound is not something every television viewer is too worried about. Of course most of the material available does not encourage this approach. An analysis of the videocassettes available for rent or purchase shows that just under 70 per cent were classified as feature films or adult programmes (usually soft porn).

Recently the video trade has become concerned with its image. There is a feeling that people will tire of continuous diet of escapist material and require more demanding viewing. Hence the increase in sport and leisure programmes and, interestingly, a considerable amount of educational material is being sold around the £20 mark.

Apart from a series of O level revision tapes launched last March, little video material is geared to any specific educational needs, for the market is uncertain, production costs are high and there is a need for supplementary print material and feedback.

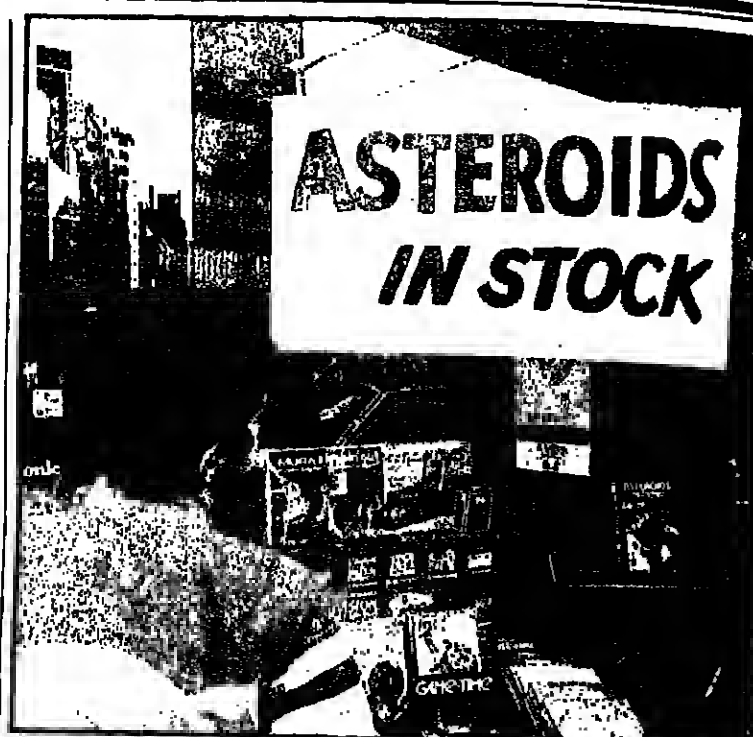
However, as the information technology progresses, and as people realize that useful teaching resources and information can be bought and used in the home, a stimulus will be given to alternative forms of educational provision with an emphasis on open and distance learning. Within these developments there is a clear place for the prerecorded videocassette.

Because of the costs of the critical investment in the production of such tapes, we might well see the development of materials for use both in home and school, in which case the emphasis is likely to be on general examination subjects and courses for professional or vocational qualifications. And with the problems of software production costs appearing to confront the makers of computer software too, material appropriate to both sets of users is already being considered as a possible solution.

But what is the position of video in schools? How far does its use differ from that in the home? It can be said that recorder acquisition has reached saturation point in secondary schools and further and higher education colleges; that is, 97 per cent of these institutions have at least one recorder. In primary schools estimates vary from 27 to 35 per cent which means around 12,000 recorders in this sector alone.

The reason for this rapid and widespread growth is not difficult to explain. Easy to use, light and portable, the recorder diminishes the risk of damaging the tapes which are cheap, easily stored, and reusable. Although the initial outlay for television set and VCR is greater than for a 16mm film projector, use of the VCR does not require blackout and maintenance is usually easier and cheaper.

However, education tends to use the recorder for the secondary use of material recorded off air from the national networks. By solving time-table problems, the use of the recorder gives teachers access to free material



Cassette case

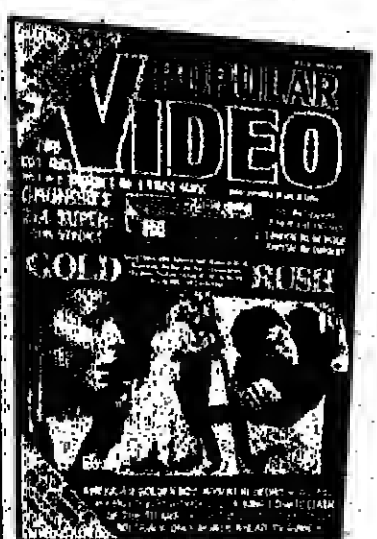
Leslie Ryder on video in education.

that is wide ranging and of proven educational worth. Both BBC and ITV support their programmes with print materials which are still good value for the price they charge. Ideally this prerecording of school programmes should provide opportunities for better integration of the television material into the curriculum, for, in addition to freeing the timetable, it offers teachers the chance of previewing, editing, analysing and replaying in whole or part the tape they wish to use. With facilities in a library resources area such a tape can also be used as a reference for individual students.

Unfortunately, the use of video lies at the heart of the problem, for without adequate uninterrupted preparation time and without easy access to equipment, the whole operation is daunting to all except the most committed. As teachers acquire their own VCRs, tapes may be packed into bags and brief-cases alongside books and marking, and the preview and preparation of the videotape will take place out of school.

At present it appears that very many videotapes are used in schools as if they were live broadcasts. Fortunately schools are building up collections of BBC and ITV recordings and over the three-year period they can be held, teachers become more familiar with the programme contents and so enhance the effectiveness of their contribution to a group of students.

This pattern of use is a reflection of the way 16mm film was and still is used in education, but film always had additional problems - the need for blackout, the difficulties which many teachers felt when confronting a projector, the advance booking of the film and its relatively short stay in the institution. All these difficulties encourage the single showing of a film, which ignores research into its effective use in the classroom.



It is interesting to see how many film distributors and authority film libraries are now moving onto videocassette. This should encourage a more flexible

use of film material, but where film distributors have offered for sale videocassettes of their programmes, they have tended to ask prices comparable to a 16mm print and so placed themselves well outside the individual school price range. Where local authority libraries offer cassettes without easier booking arrangements and the provision of multiple copies, the difficulties schools experience in using film have not been greatly relieved.

In the ILEA, an authority which produces its own television materials, cassettes are loaned for up to a year, or they can be bought at a relatively low price, and this does encourage schools. A number of distribution agencies have now appeared, offering prerecorded video-cassettes to education at prices schools can afford. These materials come from university and college television production units, from specialist organizations like the World Wildlife Fund and from the established educational film producers.

Outside the universities and specialist organizations it must be said that most of the videocassettes on offer from the film producers are of relatively old 16mm films, so that what the producers are doing is really having their material recycled in another format. However, there are now very encouraging signs that educational film producers are willing to release their newest products on film and video formats.

Because the videocassette is so easy to use in the classroom, it is likely that it will start to carry most audio-visual messages in education - television programmes, films, slides, videotape and cassettes carrying slides and videotapes will shortly be on the market. If schools are to take full advantage of the potential of the videocassette, then the cassette programmes must be in the schools themselves, for use not only by teachers but by an individual or a group of students. To extend the range of material, many more films need to be transferred to cassette.

When one considers the wealth of film material contained in, say, the film library of the Educational Foundation for Visual Aids, it seems sad that it is still not available on videocassette. Even if the library continued to rent out the materials, hire, postage and more flexible borrowing periods could be organized. But of course all this costs money. Would that the Government could be more efficient towards the effective and efficient use of audio-visual messages through the videocassette recorder.

We live in an iconic age where children and their parents are bombarded by visual and audio-visual messages. Schools should take the lead in demonstrating how these messages can be examined, analysed and interpreted to enhance learning and how in both home and school the videocassette offers much more to education than entertainment.

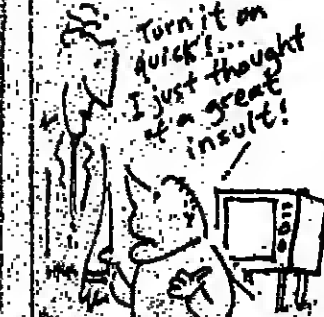
You are looking at a television screen. The scene you are shown is a typical school canteen. The counter glares at you and says, angrily: 'I don't understand you. You are not close at 2.0... of course I still wouldn't serve you... how would you say to her? How would you react? And, more importantly, how would your general studies pupils react?' The scene above is a typical 'trigger' incident, or vignette, meant to elicit audience responses. There are several centres in the UK creating such tapes. London University, Brunel University and Surrey County Council are making commercial programmes.



Some of the pupils in South London, with a great deal of success. Since only one pupil in the class had ever attended a job interview, the triggers were able to present the various stages of the interview process. The others could meet in their own time, learning in the process how people would judge them, their clothes, accents, when they presented themselves.

The application of the adult tapes is, however, limited. What is needed is video-made episodes which deal with situations and incidents likely to be recognized by pupils. A series of workshops has been arranged with South Thames College to investigate the needs of episodes likely to be used by teachers and pupils, to create video episodes and back-up material, and to test their effectiveness as interactive skills materials in the classroom.

The creation of trigger episodes demands the use of specific format triggers. They should all be subject to the same look directly at the camera while producing a pre-arranged statement or question. They should be inconspicuous, with no dialogue. They should have immediate action and hold the scene briefly.



The provocative statement, which would deal with situations people will recognize in everyday life, but which have a response to it in the classroom, can duplicate the script of another, but emphasizing changes in the actor's sex or appearance. Showing such duplicates allows the teacher to contrast approach in the responses which follow. The effectiveness of the trigger episodes in eliciting discussion among pupils and students stems partly from the way of the scenes. Because the scenes are so brief, the pupils are able to

pinpoint and recognize stereotyped elements of the situation, the responses they would normally make. Because the action is cut short the pupils are left hanging between the alternative responses they could make. A group discussion can probe those levels of awareness which are usually unconscious and hurried in the flow of decision-making we have to use in confrontations. The emotional responses which form the bases of judgments are exposed because the pupil is aroused by the episode but not allowed to bring it to a satisfactory conclusion. So, the unusual itself and the mechanisms which arouse pupils, can be probed.

It is this projective aspect of the format which, when used by teachers, makes the triggers volatile as a learning medium. Teachers are not used to dealing with emotional responses, which are normally implicitly inhibited in the classroom; the probing of emotional responses through triggers can be distressing to

Wendy Roy on tapes to trigger audience responses.

don't worry, sir... it's only a film!



pupils and/or teachers. Teachers wishing to use such a format need to be sure they can cope with reactions.

Because the brevity of the scenes leaves each pupil in a state of ambiguity, unexpected responses can result. This means that strong control of the group's discussion of the episode can cancel the effects of the presentation of the trigger incident.

Many adult trainers have reported finding such loss of control extremely

threatening to themselves. When first shown such sort scenes, pupils will be confused and reject them. They need to be taught how to perceive the episodes and how to react to them. Adult trainers generally show several episodes in quick succession to any new group. They then explain the way the audience should perceive the episodes and how to probe their own responses. Only after this introduction is completed will pupils settle down to gain real benefit from the format.

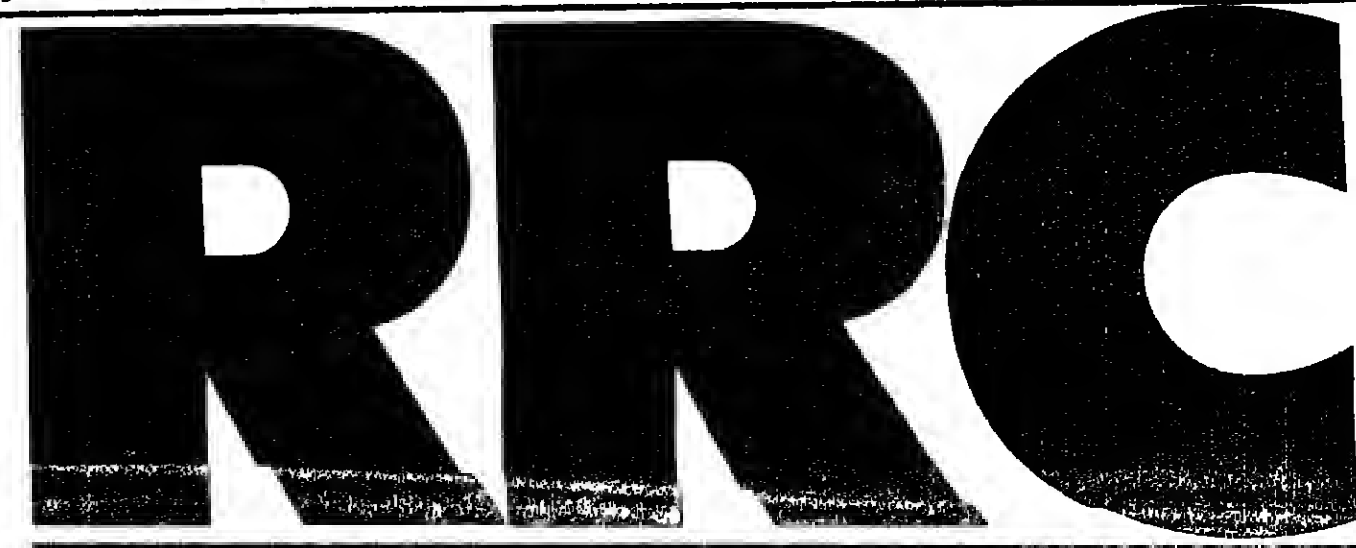
All trainers I talked to were very excited about the triggers. They felt that they presented 'reality' in a way no other current video format can. They present situations which one meets everyday, but to which there is never time to respond fully - those situations to which you think of the appropriate answer the day after. And individual experience, perceptions and learning styles are not regulated as in other formats. Pupils can react to that situation as if it was real.

My own opinion is that they are ideal classroom tools for general studies courses, especially in courses teaching life skills and interactive skills. But we need to create school-centred episodes, even to the point of teaching pupils to create them in their video work.

To get the ball rolling a series of workshops has been organized to identify suitable pupil problems, create trigger episodes and back-up teacher materials, and to test pupil responses in class.

Interested teachers should contact: The Secretary, Department of Education Resources, South Thames College, Wandsworth High Street, London SW18. Telephone 01-870 2241, ext. 226.

Wendy Roy completed her Masters in Educational Psychology at the Institute of Education, London University. Her dissertation centred on the use of trigger episodes in adult training.



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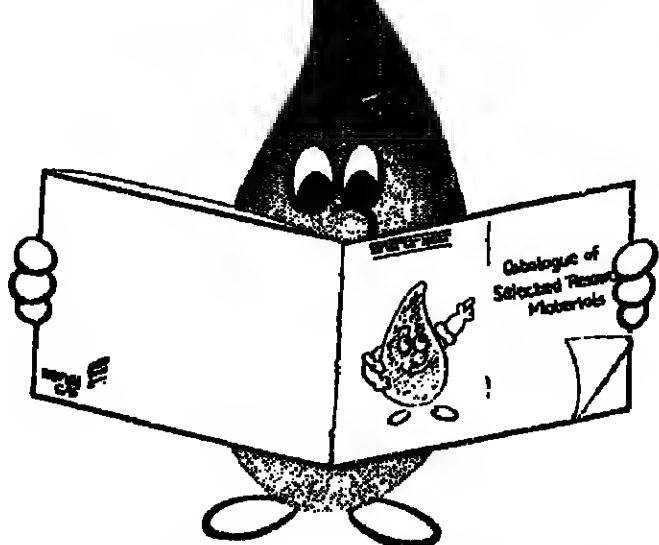
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Teachers seeking new sources of video programmes as an alternative to the standard fare of BBC and IBA schools broadcasts (and, if they are lucky, their local education authorities), must persevere.

If they do, they will discover that the video software industry is not quite so obsessed with sex, sadism and profits as the media would have us believe. The established educational film industry has moved, albeit reluctantly, into the video age, as has the allied sponsored film industry. But, after nearly half a decade of extremely lucrative expansion on the hardware side, there is still very little genuine programme creation for the home video market. It is still 95 per cent dependent on feature films for its £200 million annual turnover.

The following survey attempts to identify some of the more worthwhile members of the other five per cent, which is made up of some hundreds of companies offering all manner of "general interest" programmes of varying quality. It is not by any stretch of the imagination comprehensive, aiming rather to give examples from each of the main areas where potentially interesting material is to be found.

Arts Council Video

The Arts Council has been the leading British producer of films on all aspects of the arts since the early 1960s. It has recently decided to make its entire library of more than 100 films available for sale on videocassette, through the Concord Films Council in Ipswich. Available in all standard video formats at between £50 and £90 these include recent, highly-acclaimed titles such as *Give Us This Day*, Phil Mulloy's Grierson Award-winning dramatized biography of Robert Tresselt; *Imperial City* about the building of New Delhi in the 1920s; *Corcoran Please*, a history of the development of narrative cinema; and excellent films on Hockney, Stanley Spencer and Blake.

(At different prices for overseas countries through Guild Sound & Vision.)

BBC Enterprises

The BBC's attempts to exploit its vast archives of television material for the home video market are at last beginning to bear fruit. Last month launched its first batch of 11 videocassette versions of the most popular comedy, light entertainment and children's series. *Dr Who*, *Grange Hill*, and *Blue Peter* are there; other titles will appear at the rate of four a month. The BBC Video label, however, is already noted as a source of high-quality natural history and current affairs documentary: its Cee-fax-titled, dual-soundtrack LaserVision videocassette, called *David Attenborough's* *videobook of British Garden Birds* is a unique example of how to make the most of the new medium. A videocassette on "Teaching your child to read" is expected shortly.

Copyright has figured prominently in the national (including the popular) press in recent months. It would be gratifying to report that this was due to excitement over an imminent change in the copyright legislation, but it mainly centred on the amendment to the 1956 Copyright Act which squeezed through Parliament prior to the election. This amendment did not make the unauthorized copying of films illegal, since it was already the case; it merely increased the penalties for video piracy, a word which, with its colourful and buccaneer associations, probably accounted for its popularity with the media. Increasing the penalties for trading in infringing copies of films was Parliament's way of allaying the scandals of London, last becoming the world's video piracy centre.

A more important, if less glamorous, issue is the funeral program towards a complete revision of the 1908 Act. The 1956 Act, relevant as it may have been in the mid 50s was inherently flawed by its adherence to a traditional approach which quickly rendered it obsolete. For example, it listed the types of material which were protected in such a way that even to this day we are not sure whether computer programs are, and if so as what. Again, it permitted the copying of "traditional" materials such as books for the purposes of research or private study, but excluded films and sound recordings which can now be easily and cheaply copied in the home.

These readers with long memories and matching stamina will recall the Whitford Committee which reported in March 1977 with a set of generally sensible proposals for updating the act. It was followed four years later by the Green Paper which was widely and heartily criticized for its lack of understanding of the

Educational institutions, however, have long been in a favourable position as far as videorecording of BBC material is concerned; they are authorized to record schools programmes off-air, and can purchase outright cassettes of some of the Corporation's most prestigious productions from BBC Enterprises' non-theatrical catalogue.

British Film Institute

Like the BBC, the BFI has a dual policy, with separate video operations for home and institutions markets. The BFI Film & Video Library, at 81 Dean Street, London W1, offers a month-long selection of films and a growing selection of classic television programmes, on videocassette for use only in schools, colleges and similar institutions. Clearly an essential source for any media studies course, the catalogues include, for example, the BBC plays, *Boys From the Black-Staff*, *Li'l King Hitler* and *The Irrationals*; early episodes of *Z Cars*, whole seasons of films under titles like "Workers' films of the 30s", films from the Third World, Rossellini classics, and vintage US. It also covers the BFI's own productions and co-productions such as *The Drowning Man* and *Biggles*.

All titles are available, for hire only, in U-matic and VHS formats; prices vary, the majority between £10 and £15. For the home video user the BFI earlier this year started a Video Club (based at PO Box 100, Marlow, Bucks), the aim of which is to offer good quality films on videocassette at the lowest possible price—films like *Enfants de Paradis* and *Birth of a Nation*, which might be hard to find in a provincial video rental store. It offers members a useful mail order service at competitive prices, and claims to be able to supply any pre-recorded video programme commercially available. Life membership for BFI members is £5.70; the fee for everyone else is £10.

Central Film Library

The CFL is not just the definitive source of all video programmes and films originating from the various government departments, public corporations and quangos, many of which are excellent and available on free loan; it is also the national distributor for the IEA Learning Materials Service's videocassettes for schools and colleges. It publishes three separate catalogues—a general CFL catalogue covering some 1400 programmes (price £2.50); "Free to Schools", a valuable listing of films and videos by subject area; and the IEA LMS catalogue, which enables teachers in other parts of the country to hire some of the best made-for-education video programmes in the world on a termly basis.

Concord Films Council

For the past quarter of a century, Concord has been the leading supplier of films, and now videocassettes, covering issues of social and moral concern in the broadest sense. It acts as

Educational enterprises

Bill Hicks provides a survey of educational producers and looks at some of the latest in the business.



A distributor for hundreds of pressure groups, community producers and overseas producers, as well as for certain major establishment bodies such as the Arts Council (see above) and the Health Education Council. It has recently published a brand new 1983/84 catalogue available from 201 Felixstowe Road, Ipswich, Suffolk.

Educational Video Index Limited

An excellent idea, this: EVI acts as a central distributor for a wide range of educational film producers, including some of the oldest established names like Boulton Hawker Films (science, especially biology titles for primary and secondary school) and Hugh Baddeley Productions (good on geography), as well as the film and video production departments of certain UK universities and others. The catalogue is distributed to all schools. Copies of films are made and despatched as and when an order is received, and costs are kept to a minimum. It also distributes a new series of revision

video cassettes for O-level students, produced by Max Hazell-Dulhrien, available from EVI Ltd, 25 White Street, London SW7 2LH.

Guild

Recently Guild Sound & Vision, the largest one of the biggest specialist educational film sales, acting as agent for amongst others the BBC and the massive Open University library of made-for-television course materials. It also operates an unusual scheme of recording licence scheme for the OU, under which other colleges or schools pay a fee to Guild authorizing them to tape the otherwise copyright-protected programmes.

Gold Home Video, the domestic arm of the company, is one of the most powerful distributors of recent US and Australian movies on videocassette.

Holiday Brothers (Film & Video) Ltd

One of the few home video software companies which specialize in instructional, educational and self-improvement video. Holiday Brothers dis-



tributes its MasterClass range through mail order and leading retailers for £19.95 per cassette. Of particular interest is the computer series. It also offers series on painting and drawing, gardening and self defence, and a French language programme in association with LinguaPhone.

The company is based at 172 Finney Lane, Heald Green, Cheadle, Ches.

Longman Video

Only a year old, this offshoot of the massive book and newspaper publishing conglomerate has established itself as a leading supplier of upmarket video programmes. It has concentrated on three distinct series: World Cinema, which includes some of the best of the world's best films, and has just acquired *Ascendancy*, the recent, UK-made film about Belfast sectarianism in the 1920s; Opera and Ballet, which includes a Kinov *Sleeping Beauty* and a Verona performance of Puccini's *Il Trittico*; and Children's Video, of which programmes on dinosaurs and nursery rhymes are aimed primarily at the pre-school age groups.

Much more of value can be expected from this company: Longman seems to be one of the few book publishers which has grasped the nettle of electronic media. It also controls the enterprising film and television production company, Goldcrest Films. Longman has also recently launched a range of educational software for home computers, and is making a serious study of the potential of videodiscs as an educational medium.

Palace Video

A young home video software distributor which has been widely applauded for its simultaneous releases of top German films for theatrical and home video viewing. Now offers all the best Herzog and Fressbinder films, plus selected modern Japanese classics, Derek Jarman's *Tenney*, and the Hungarian Oscar-winner *Mephisto*; plus a range of cult horror movies like *Virgin Video* and *Island Video* rock programmes, a tape called *The New Grand Birth Crime*, and Granada Television's compilation *The Magic of Coramion Street*.

Distribution is via The Santa Cinema, 275-277 Pentonville Road, London N1L 9NL.

Sussex Video

A new arm of the well-known audio and tape-label programme producer Sussex Publications, this company now offers two separate series of educational videocassettes aimed mainly at the A level student. *British History on Videotape* comprises nine programmes, in each of which an acknowledged expert tackles a particular topic. The second series - *Multi-Cultural Music Studies* - consists of nine 27-minute programmes, all hitherto unpublished material produced by Deben Bhattacharya. A series of audiocassettes is available to extend the musical ideas on the videos. The latest Sussex title is a version of *Beowulf* performed by Julian Glover. Prices for Sussex videocassettes (VHS only) are £35 (£41 for *Beowulf*), from

Sussex Video, Townsend, Poulshott, Devizes, Wiltshire SN10 1SD.

Thorn-EMI Video Programmes

The biggest and probably the wealthiest of the lot, TEVP attempts to please all tastes all the time, with a fat catalogue of top feature films, a good range of classics, much sport, music and hobby/general interest material. Each month, it adds another ten or so titles, always maintaining the balance. The latest batch includes part two of John Hodge's four-part photography series, *What A Picture!*, part 6 of *Go Fishing With Jack Charlton*; George Harrison's *Concert For Bangladesh*; and Cocteau's *Le belle et le best*. *Local Hero*, and a series on British military aircraft are coming soon.

Viewtech

Viewtech, based at 122 Golderest Road, Chipping Sodbury, Bristol, is the name of the company which took over the film, video and tape-slide catalogues from the old Gateway company. It is now putting more emphasis on video, with at least 100 titles covering mainly science subjects available. Latest releases are four cassettes called *Land Zoo Animals in the Wild* - a compilation of 12 wildlife films, three on each tape, price £38 each.

Viscom

The Viscom Audio Visual Library, at Park Hall Trading Estate, London SE21 8EZ, is the outlet for the sponsored films of several large companies, plus overseas embassies and tourist offices. A catalogue is available, price £2.50; many of the titles are available in videocassette.

Sponsored films have long played an important role in schools: whether in film or videocassette form, they are available in large quantities, and most of them the best non-sponsored productions. With the prospect of lower-cost video production, and the rather less certain prospect of multi-channel enable television gassing for material, a new form of video sponsorship is emerging.

Big cigarette companies, for example, are putting money into co-productions. The medical business is also becoming very active in this field. One video producer, Venture Communications, has just made a film for pharmaceuticals from Merck Sharp and Dohme called *Solutions*, tracing the history of pharmacy, with a precise target audience of young doctors and medical students.

Such material is bound to become more commonplace - and as long as teachers are aware of the motivation behind it and know how to use the often highly elaborate material to good effect, there is little cause for complaint. For the software industry as a whole, however, the time is surely ripe for a re-think on the whole matter of funding original production: in a matter of at most five years it has all but exhausted some 80 years of film-making around the world.

(that will soon be obsolete) and disregard current user needs (these will develop according to social and economic forces) and strive to produce legislation which will serve our needs into the 21st century.

The act must establish a framework which is sufficiently flexible to cater for whatever transpires in the next two decades. This will require not only a break with the traditional structure of copyright law but also fundamental changes in the way rights owners are able to exercise their entitlement to a financial return for the use of their creations and products.

The concept of statutory blanket licensing, supported by CET and other bodies, is by no means a perfect solution. If one is at hand it has yet to be identified. It does, however, provide the machinery by which users may copy without undue restriction and rights owners can be remunerated for the privilege. The setting up of the proposed statutory arbitration body would encourage freely negotiated schemes which could, over the years, be modified by agreement to meet changing needs.

Despite its drawbacks, this is the solution favoured by the Whitford Committee and, unlike the competing proposals, it has the merit of enabling both sides to negotiate freely, unimpeded by arbitrary limits or conditions imposed by Parliament, and in the knowledge that licences can be amended when conditions dictate. Whether the level of vision required will be a evidence remains to be seen. Meanwhile, if anyone has the perfect solution I would be glad to hear from them.

Geoff Crabb works for CET, the Council for Educational Technology, 3, Devonshire St, London W1N 2BA.

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Questions of copyright

Geoff Crabb looks at the state of the copyright law.

speed of change, combined with a subservience to Government financial policy.

In the intervening two years discussions have continued but with very little sign of any enthusiasm on the part of the Government. Their lethargy has been encouraged by a variety of factors including the absence of a consensus on what form reform should take, and delays to EEC considerations of the whole area of copyright.

In this context it is interesting that just before the election the Publishers Association wrote to each of the leaders of the four major parties seeking information as to their policies on matters of interest to the book trade. One of the questions was whether they would include reform of the copyright law in the first Queen's Speech and introduce a comprehensive reform bill in the first session.

The Labour response was that although it had no specific policy on reform of the copyright law, it was open to representation. The replies of the Social Democratic Party and the Liberal Party were, understandably, rather similar. They agreed that reform was "immensely important" and undertook to introduce a bill, though not necessarily in the first session. The Conservative response, and in the event this is the one

most relevant, was the only one to be signed by the party leader. It was a statement of intent, but it was not a commitment. It was a statement of intent, but it was not a commitment. It was a statement of intent, but it was not a commitment.

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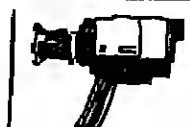
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Beaufort House Primary School is fun. The children, mostly from working-class areas, are confident and friendly. The staff are young and welcoming, and several of them are still talking over a cup of tea at 6.30pm. Posing on the set is Vincent McGrath, a Media Resources Officer seconded to the school as a research fellow for the British Film Institute, his project - video production in primary schools.

The project was conceived in 1981 and set up in the autumn of 1982. The idea was Vincent McGrath's and his distinctive drive and determination sold it to the BFI. To Michael Tracey (head of Broadcasting Research) in particular. Michael Tracey is the man with contacts. Together they mounted the project. They provided the equipment, the Broadcasting Research Unit and BFI's finances, and Beaufort House the base with lively kids and a willing and co-operative staff. Each of these ingredients was essential for the project to take off.

In May 1981 Michael Tracey drew up a document, "The Video Revolution and Education". In a three-phase plan it proposes the development of work in one school for nine months, followed by a three-month evaluation period and seminar, then the final phase - the application, which is presented in radical terms that might turn any teachers who regard media studies as a threat.

Where Vincent McGrath has succeeded in his work over the past year, is in providing a radical turn. He even admits dismally that he has not discussed his video productions sufficiently with the children; perhaps they ought to have analysed them more.

He was keen to develop the project with primary schoolchildren who would not yet be self-conscious in front of a camera. His reward has been their enthusiasm for their video work. The whole school has been involved, but inevitably certain stars have emerged. Julie Gardiner, Lisa Moseman and Luis Fernandez-Castano are already known to press conferences, TV-am and Capital Radio. They are 11

years old and the more you get to know them, the more you realise how very little. A quiet boy with English-language problems, he has come into his own as a cameraman who reacts instinctively to the impromptu situations of the single take that is necessary when working with expensive film.

The format of female presenters and cameramen was not so much unintentional as unavoidable. However Vincent tried to discourage it, the children preferred it that way - or that was simply where their specific talents lay.

The productions have covered news, sport, documentary, soap opera. Different classes have been involved in different projects, although the older classes have done most. The children protest that the four television channels provide insufficient broadcasting for them, and what they do provide is too much adults' ideas and presentations of what children are supposed to like. The result is that these young people prefer *Bergerac* or *Dallas* to "children's television". So perhaps it is

TAKE ONE...

Gillian Macdonald on video production in Beaufort House Primary.

not just because of Vincent's influence that their own productions imitate the adults' programmes.

One of the earliest exercises was a shortened version of the *News at Ten*. The script was passed round for a class to read aloud.

"This is the News at Ten from London. Good Evening.

And tonight's headlines are:
Ambulance men to go on strike at midnight
Unemployment up this month
And how we might be heading for a mini-lee Age.

The first children simply read aloud; by the time the script reached the end of class, they were stressing specific words and items and catching on to the significance of what they were doing.

Perhaps the most successful item to have grown out of the children's work is "Assembly News", which is broadcast to the school once a week. Originally scripted and worked out in detail, later programmes were devised within half an hour. The production team would meet at 9.00am to transmit at 9.30 for five to ten minutes. Individual items would be planned in outline only so that presenters were not hindered by pen and paper and could talk straight to camera. The whole school could be involved in designing story sets, painting backgrounds and props.

Film of the school disco, weekend trips or outings to the local swimming pool or farm presented all the pupils in various situations. When Pierre won his three swimming certificates in one day, interviewer and camera crew were on the spot to record it. But like the professionals, the young broadcasters have their foibles recorded for posterity:

"In the background now we've got some cows. Could you tell us, Natalie, how you distinguish a cow

from a pig?"

Julie and Lisa have now left Beaufort House for secondary school, but as BBC and ITV found successors to Angela Rippon and Anni Ford, so Beaufort House until January, but any future beyond that remains in doubt.

Nine months have proved insufficient. The practical problems of converting the schoolkeeper's room into a studio and acquiring U-matic equipment as well as VHS, lasted until January this year. (Simple work could be achieved by just purchasing a video camera to go with the school's VHS recorder). Vincent McGrath has been told that he can continue his work at Beaufort House until next January, but any future beyond that remains in doubt.

Given more time he would like to make more narratives like "Ghost Story". These satisfied the children's need for fantasy. They also taught them about structuring devices - how to bring in information unobtrusively, how to create suspense and reach a

climax.

During the summer term 1983, I worked with a class of top juniors and their teacher, John Anson, to explore ways in which a videorecorder and camera could give children opportunities for creative work through the medium of television. Incidental aims were to give them an elementary introduction to "video filming", to extend their horizons and, last but not least, to enjoy the co-operative experience of making a videofilm.

Having presented the class with the proposal, we asked them to write a story which could be recorded on videotape. Ten weeks later we were able to show the school the completed 12-minute video film, and to get the class's reaction to the exercise.

The children started with a Bond-like enthusiasm, but one girl produced a story outline which, with minor modifications, was practical for our simple equipment, but more important, it gave principal parts to the children and used locations either in the school or within walking distance.

The outline of her story concerned the discovery of a code map in a school library book. On inspection by the class, it proved to be mirror writing

point where the story can develop in any direction - devices which are used in everything they watch. He would also like to work more closely with the two senior classes, getting them to talk critically about their productions and to relate them to what they see on television.

Michael Tracey's document on "Video and the Revolution" was optimistic. Two-and-a-half years later the video revolution seems very distant still. Media studies are a distinct growth area in higher education. In secondary education, however, it is in primary the progress is slow.

Paul Kidd in Nottingham has been doing some video work within his general media courses; others have been working more with still photographs. In May this year the BFI and the Society for Education in Film and Television held their first national conference for Media Studies in Primary Education. It was attended by 60 people - teachers, advisers and inspectors.

The conference reached, according to Cary Bazalgette, the BFI's Teacher Adviser, was that more must be done, another conference must be held and teaching materials must be produced. Things are being done only here and there, where individual teachers take a personal interest. What is required are advisers in primary to encourage media studies and to see that the necessary materials and equipment are provided. The BFI's Education Department must also push more systematically for advisers' support.

Cary Bazalgette stresses the need to develop fiction and pleasure for the children, and here she acknowledges Vincent McGrath's work with narrative in the more literary tradition rather than the purely sociological exercises that have evolved from Left Masterman's hour.

It is impoverished if it ignores the other. According to Vincent the children draw different things from their work in video production. They are more aware from an early age of how television is constructed. They are more critical of what is being served up to them by the professionals and they are more understanding of the production problems. As individuals they acquire composure and self-awareness. As a production team they work closely in groups, helping and criticising each other. Luis has acquired self-confidence with a camera and a certain status within the school. June and Lisa have benefited socially from talking in public without a script.

Something they will all take away from the Beaufort House project is an immense sense of pleasure. This is betrayed by the unscripted remarks that slip into their programmes:

"I think one of the best things about *Harry's Barn* is when Mr McGrath comes and we do work like this at the video." (Lisa)

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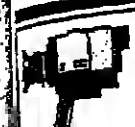
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"Let's have a following pan right now pull out. Cue presenter. Watch your head room. Step: clasp down

keep her in frame. Step: clasp down

Not exactly the normal patter of a classroom. But this is no ordinary classroom. It is Television Centre... at Millfield School in Somerset, Britain's most expensive independent but hardly traditional school, Millfield is a pioneer in a small but growing subject: communications.

Millfield pioneered the first secondary course in what has become known as Modern Communications. It began in 1976-80. When it grew out to become a Mode 1 course in 1980, Oxford found 10 centres able to put forward 90 candidates; this year, the number of candidates has grown to 22, the number of schools to 255, 80 of them in the AEB's centres and 140 in other schools.

In 1978, AEB initiated the first A-level - Communications Studies. It has grown rapidly from 100 candidates in 1978 to roughly 1500 in 1983. The centres are in 80 of the AEB's centres and 140 in other schools. The A-level is a two-year course, a reflection of the better access to television and radio, and a more flexible, interdisciplinary attitude within the schools.

Millfield's Television Centre is the best of A-V facilities unmatched by any school in the country. It is based in a £600,000 library complex completed in mid-1980, custom-built to specifications laid down by Millfield's Library and Resources Department. The Centre contains a TV studio and control room, complete with four colour television cameras, eight monitors, video and sound mixers and extensive recording and lighting equipment; the current price tag for every

thing is £100,000. The Centre is a £600,000 library complex completed in mid-1980, custom-built to specifications laid down by Millfield's Library and Resources Department. The Centre contains a TV studio and control room, complete with four colour television cameras, eight monitors, video and sound mixers and extensive recording and lighting equipment; the current price tag for every

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TAKE TWO...

Michael Houser on communications in Millfield School.

administrative role and teaching the technical/practical aspects of the course, while Richard Woodhead, currently teaching English, Sociology, handles the theoretical elements of the Communications course.

Initially, Communications began as a one-year course which Millfield hoped might help those pupils who had marked communications, particularly as well as having an E.L.C. department to cope with pupils of 50 different nationalities. Millfield also has a Remedial English Department. The initial results were mixed and at the end of the 7th, the communications course was moved exclusively into the Vth Form, and offered as a one-year O level with an option to continue on to do the AEB A level in the second year. Numbers have since risen considerably; several pupils now even claim to have come to Millfield precisely to do Communications Studies.

Both courses have been revised in the past two years to incorporate radio and tape-side project programmes, with the additional option of video filming. Millfield has two port-a-pack video units and a portable monitor whose total cost is a mere palatable £5,000.

Griffiths adds, "If I was forced to choose between a studio or port-a-pack equipment, I'd choose port-a-pack. The kids find it more fun, they prefer to work in a 'real' environment and they can work more on film technique. The studio requires a more controlled environment, tight teamwork and occasionally, complex sets." Richard Woodhead reinforces the point: "portable equipment is

you've got so much as having something from the resources you have, however modest. Everyone must find their own solutions."

Griffiths and Woodhead, both self-taught, would like to see the television and video equipment used more widely. Woodhead would like to see his *Millfield Video News* resurrected. Shown for 10-15 minutes several times a term, it was discontinued two years ago because first he lacked production time, and second the viewing facilities were too limited.

Griffiths is already heavily involved making educational and coaching films for internal departmental consumption, as well as adding to his Resources bank. Some programmes have featured condensed versions of a year's physics experiments which pressure of time precluded from being conducted; others include programmes on medical working skills.

Millfield offers 45 different sports. Coaches ask Griffiths to film matches and particularly individual skills, the results are then digested by coaches and their protégés in one of three viewing rooms housed in the

equipment. The video film was edited and the sound added using two videorecorders coupled together.

We started the whole exercise from a position of extreme ignorance of shooting a videofilm. The justification for describing our experiences has been, hopefully, to encourage others to "have a go" at what we found to be a fascinating and worthwhile project.

The lessons we have learnt for the future are to start the project with a series of sessions with the whole class to set up the story or basis of the videofilm; to follow this with sub-groups working in parallel on the music, the captions, writing and preparing the script; learning how to use the equipment, props etc. The groups would then be brought together some weeks later to shoot the videofilm.

The project would have been quite impossible without the wholehearted support of the Headmaster, Clive Daly, the class teacher John Anson and above all, class 2 of Bluecoat Junior School, Durham City. It cannot have been an entire waste of time as we have been invited back next year to work not with one class but two.

Anthony Ashman is a Lecturer in Education at the University of Durham, School of Education.

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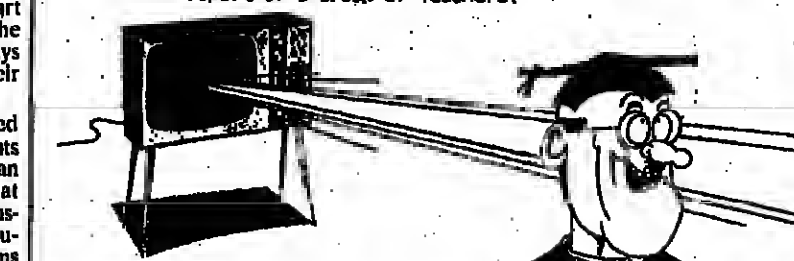
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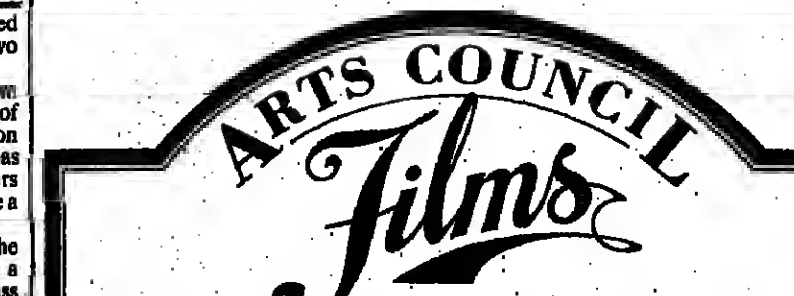
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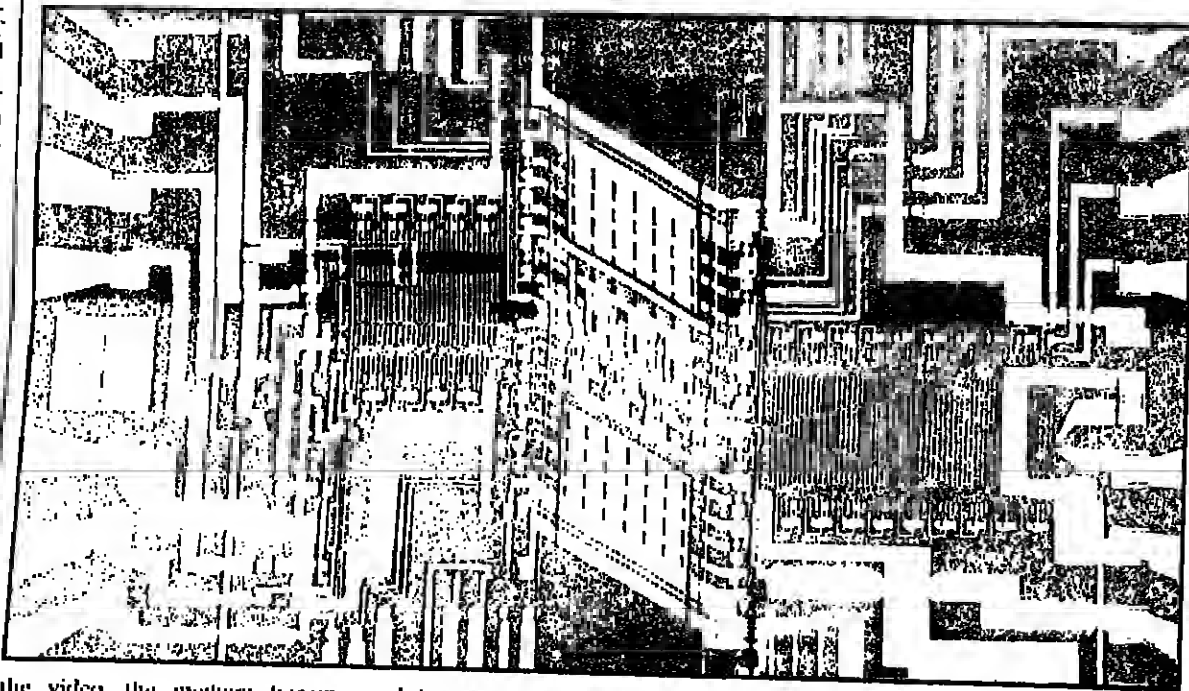
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Children's literature

Exotic blooms

Like rare and exotic flowers in an English country garden, the appearance on non-European legends amid the present glut of Grimm and Perrault is an all too scarce delight. Following *The Shining Star* in the Cambridge Legends series comes *Legends of the Sun and Moon* (CUP £2.95), in which Eric and Tessa Hadley have brought together 12 short tales on this theme, with scientific explanations given at the end. These distinctive legends are a highly colourful mixture from North America, Mexico, Africa, the West Indies and Australasia, retold with a zest and sparkle well matched by Jan Nesbitt's striking illustrations. Her use of strong, clear colour and stylized pattern reflects each different culture while preserving an overall unity. The same concern for consistent design is found in *The Legends of the Bluebonnet* (Methuen £3.50), an old Comanche tale from Texas, carefully retold and illustrated by Tomie de Paola. Although reserved in tone and visual conception, the positive shapes and colours and spare composition nicely support this story of courage and sacrifice.

Three tales by the brothers Grimm bring us back to the familiar but equally delightful blooms of European folklore. Their version of "Little Red Riding Hood" is less elegant than that of Perrault, but has a happier, though undeniably, ending. *Little Red-Cap* (Neugebauer Press £3.95) is a sensitive and thoughtful interpretation, illustrated by Lisbeth Zwerger in beautiful muted tones, with a gently humorous portrayal of the wolf; the italic typeface complements the delicacy of her designs. Anthea Bell's translation of Hansel and Gretel (Pelham £3.95) reads well, though it is insufficiently concise, but the self-indulgent illustration of Svend Otto S does not do justice to the dark, dramatic aspects of the tale. Similarly, the richly textured style of Bernadette Watts, though preserving the peasant flavour, cannot be recommended to the story of Snow White (Abelard/North-South £5.50), and the adaptation too is uninspired.

The Adventures of Tom Thumb (Keye and Ward £4.50), retold from *The Classic Fairy Tales* by Iona and Peter Opie (1974), concerns a favourite English character, though Tom is equally well known on the continent under different names. His extraordinary exploits are related in a series of episodes that tend to pile it up too far, but here they are considerably abbreviated, if rather stiffly told. Felre Wright's illustrations, which closely resemble Michael Foreman's work, play more on Tom's helplessness than on his mischievous side. Although one could wish for slightly less giant and more Tom Thumb, the sight of the mannikin sitting in a cow pat is sure to delight, and prompts a thought that he might benefit from the comic strip touch. The Three Pigs (Andersen Press £3.95), another popular English story, is the latest fairy tale to be mislaid by Tony Ross. It first appeared in Halliwell's *Nursery Rhymes of England* (1851) in a highly satisfactory version to read and to tell, both brisk and snappy, and economically concise. Ross has overwhelmed the basic story-line with twentieth century trappings and dialogues, and his trendy, slip-stick pictures would work far better if applied to modern texts.

The Adventures of Half Chick Who Went to See the King (Methuen £4.50), written and illustrated by Simon Stern, is similar to a Spanish tale of the same title, but without the latter's finer points. This version, however, is told with plenty of wit and gusto, and the bright, lively illustrations fit the text well, particularly the gold, orange and brown tones reflecting the characters of Chick, Fire and Wolf.

Hans Andersen was a genius at creating original stories while keeping the form and feel of the fairy tale. In *The Red Shoes* (Neugebauer Press £4.50), Karen is harshly punished for her pride: "dance she did and dance she must", till the executioner cuts off her feet. Anthea Bell successfully conveys Andersen's abrupt, unsentimental treatment of painful and religious elements, her rhythmic prose capturing well the pensive sadness and desperation of Karen's plight. Although realists may find Chihiro Iwasaki's disembodied limbs disturbing, his paintings beautifully evoke the strange and unreal spirit of the tale: the blood-red shoes, pulling the girl from page to page, are cleverly set in vast white spaces that accentuate their depravity. *The Little Match Girl* (Abelard/North-South £4.95), is a more realistic, though no less poignant, Andersen story. Unhappily, Rosemary Lanning's faithful adaptation is inspired by the inappropriate pictures of Bernadette Watts. In order to reflect the images called up by Andersen, my illustration of this tale must keep sentiment and coarseness at bay, while maintaining a stark contrast between the bitter cold of the girl's true state and the warmth of her inner visions.

Oscar Wilde used many Andersen devices in his own fairy tales. *The Scottish Giant* (Hutchinson £4.95) was first published in *The Happy Prince and Other Tales* (1888), and the original clearly shows Wilde's literary style: over-lying oral tradition, the story perfectly told, with only a slight tendency to sentimentalize at the end. This, however, does not excuse Allison Reed's disastrous alterations. Gone are the peach-trees "of pink and pearl", and all the other descriptive passages that make this tale a masterpiece: even that wonderful ending has been callously removed. The result is just another boring tale about a giant, with illustrations equally dull.

Tessa Rose Chester

Sources of finance

outline view of the economy's institutions and functions. As with any first edition, a few rough edges intrude. A statement on page 3 to the effect that Britain is currently self-sufficient in energy is refuted on page 97. The use of the term "the state" is a little loose, and teachers may dislike the notion that they work for it (page 11). The issue of tender method of selling shares is omitted from the list of ways in which companies may raise new capital. While reinvested profits are correctly deemed the most significant source of finance for new investment, a most important means of expanding business is by merger and takeover. The Stock Exchange's PR department may not appreciate the example of the investor wishing to buy shares in the wheel Cheetec pie. The authors' assumption of a male reader in a number of references is decreasingly valid and desirable (eg you may buy a particular brand of toothpaste because you have seen a picture of a pretty girl using it). In discussion of reasons for occupational wage variations, the use of the expression "people with inborn skills" is dubious and contentious. Another odd generalization is that "many women are less job-committed than men, often because of stronger feelings of family responsibility." In the government expenditure section, a new distinction is made between transfer pay-

BOOKS

Explosive subject

The Great Volcanoes. By Gillian Hancock. Kaye and Ward £4.95.
Black's Junior Reference Books. Earthquakes and Volcanoes. By Sara Steel. A & C Black £3.95.
Looking at Earth series: Earthquakes 96p. Volcanoes £1.10. By David B. Keogh.
Westgate Educational.
Earthquakes. By Susanna van Ros. HMSO for the Institute of Geological Sciences 90p.
Planet Earth series: Earthquake. By Bryce Walker.
Time-Life Books £9.20.

Volcanic eruptions and earthquakes are favourite topics in school but there can be a tendency to stress their devastation content, and impact on people (as in a disaster movie) rather than their scientific significance. Gillian Hancock's book is in this category. She presents vivid pictures of nine celebrated volcanic eruptions; but not of Etna or Kinkatun, which ought really to feature in a book of the great volcanoes. The presentation she uses is a form of fiction, since dialogue is used to enliven the narrative; she aims to thrill and enthrall.

Sara Steel follows a slightly more scientific approach but her book still reads more as a succession of disasters than an analysis of what volcanoes and earthquakes have in common. Both writers describe the eruption of the Mexican volcano Paricutin in February 1943. Sara Steel writes of the trials of Dionisio Pulido who "hitched his oxen to the plough" and saw the birth of a volcano when he was ploughing. But according to Gillian Hancock this occurred when he was clearing the ground of broken timber and branches, after he and his wife had first "tethered their donkeys". According to Hancock, Dionisio Pulido escaped the eruption and started his neighbours in the eruptive village with his appearance, "fleeing smeared black like a concert-hall cocoon" - a gratuitously offensive simile which may make some explaining to children.

David Keogh prefers a dry analytical approach which leans too far in the opposite direction. Unwisely his publishers claim that "These books provide a new concept in geography teaching, being structured to teach pupils through their own experience." This claim to a "new concept" can hardly be taken seriously. It might have been acceptable 50 years ago - the same point in time when they would also have been justified in claiming that these books "are very attractive visually". By today's standards they are dull. The monochrome photographs are poorly reproduced, being flat and lacking in contrast, while the black-and-white line drawings and maps are conventional, and pale in comparison with those in Susanna van Ros's book for the Institute of Geological Sciences, which is cheaper and in full colour throughout.

Keogh has been badly served in other ways as well. A diagram of Edinburgh mis-spells Arthur's Seat and Snibsbury Crags. The latter error is repeated on a map on the same page and in the text opposite. A multiple choice question on this page provides five possible answers to the question "Edinburgh is in . . .". The first of these is "(a) the Highlands of Scotland (sic)". This would hardly be worth picking up, were it not for the fact that eight lines earlier, question 7 also reads "Edinburgh is in the Highlands of Scotland. Right or Wrong?" - none of this having much to do with volcanic necks anyway.

However, few teachers are likely to be looking for textbooks teaching volcanoes and earthquakes to "top primary and lower secondary pupils". They are more likely to be interested in topic books like Susanna van Ros's *Earthquakes*; a remarkable bargain from the Geological Museum. In 36 pages of full colour she provides a detailed and authoritative text to complement well over 1100 excellent photographs and diagrams. Her book makes few concessions to the younger pupil's more limited grasp of language, but used selectively this will make an excellent addition to a resources pack on the subject.

If a more substantial reference book is needed, then Time-Life's glossy *Earthquake* will take some beating. Not surprisingly, in view of its provenance, this book is distinguished for its outstanding photographs. Two sets in particular stand out - the San Francisco earthquake of 1906 and the Fukui (Japan) earthquake of 1948. These convey, for more effectively than words, the stark reality of what it means to endure the mind-rumbling aftermath of a major earthquake disaster. Yet they are set in the context of a definitive analysis of earthquakes, geographical distribution, history, cause, effect and prediction. Much of the information is too far advanced for younger pupils but the illustrations alone make this a desirable acquisition for the school library.

Philip Sauvain

The Economics of Education

G B J Atkinson

Can the 'costs' of education be quantified? Can its 'output' be measured, and can the two then be related? This introduction will be excellent reading for anyone interested and involved in educational spending. It does not answer all the policy makers' questions, but presents in a fascinating manner the background of economic possibilities and constraints within which education works.

0 340 33729 X Paperback £5.95

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Hodder & Stoughton

Mill Road, Dunton Green, Sevenoaks, Kent TN13 2YD

David J Whitehead

Interactive video usually refers to computer-controlled videodisc or videocassette. Operation is quite simple. All the play, stop, fast-forward, reverse and slow motion operations of a video machine are electronically controlled. This means that if there is a suitable socket on the video machine (an RS232 interface) then it can be plugged into a micro-computer, such as an Apple II, or BBC Micro, which can then be programmed to control all those operations.

For a videodisc player, the computer can instruct the player to search for a given frame number and play from there to another frame number. A videodisc has 36 minutes of playing time or 54,000 still frames. Each one of these can be accessed and displayed within a few seconds.

Many videodisc players have a small built-in computer, and its operations can be controlled from a key pad, about the size of an electronic calculator. The built-in computer may even allow a short program to be keyed in and run, which could display a series of stills or motion sequences automatically.

For the schoolteacher, one of the main advantages of the interactive videodisc will probably be its ability to act as a vast resource of pictorial data. A videodisc could store 20 minutes of motion film and still have room for a slide bank of 25,000 single pictures.

As few as one videodisc per curriculum subject could enormously enhance the teacher's classroom resources. For classroom demonstrations, which would not require the more sophisticated programming facilities of a videodisc player, such as Pioneer LD1100, would cost around £300-400. This price is expected to fall. The videodisc itself is another matter, which I shall return to later.

A second important educational application of interactive video is as a medium for self-study. Here it is preferable to use an external micro-computer interfaced to the videodisc. With an external micro controlling

the video, the medium becomes a powerful combination of computer assisted learning and video. It things student action with feedback to the medium of video and enhanced visual presentation to the medium of CAL. A variety of useful forms of interaction between the two media is possible: you can show a video sequence, stop and test the student on what they have seen; for feedback on student input you can use not just computer-generated text and diagrams, but also an explanatory video-generated film. The audio soundtrack could be used, for

instance, to talk the student through a computer simulation or a calculation procedure. The computer control would allow the student to step through a video sequence frame by frame or to see a sequence in slow motion.

The enormous potential of the combined media for educational applications is yet to be fully explored. Its advantage for self-study lies in the fact that it can provide random access to a combination of presentation material and computer-based exercises with feedback. And the design of software for the medium can be more varied than what is offered by CA, the mistakes which were prevalent in the field

of course, designed to be broken down into short sections and accessed at random, and not all existing material will be amenable to this kind of restructuring. Insofar as it can be done however, using existing material makes courseware development much more feasible.

At the Open University a study is being done to investigate this, using an Open University television programme, which is first cut into separate sections and then interpolated with a series of computer-based exercises on the content of each section. Preliminary student trials show that, in spite of the unpleasantly jarring transition between video and computer screens, students still find it a valuable learning medium. The study is also investigating ways of improving the quality of the transition. (A full report is available from the author.)

Many schools already possess videodisc material. Some also have Apples and BBC Micros. To set up an interactive videodisc workstation, they will also need a stereo VCR machine with RS232 interface (eg National Panasonic 8170) and an interface board (eg the BCD CAVI interface works with an Apple II).

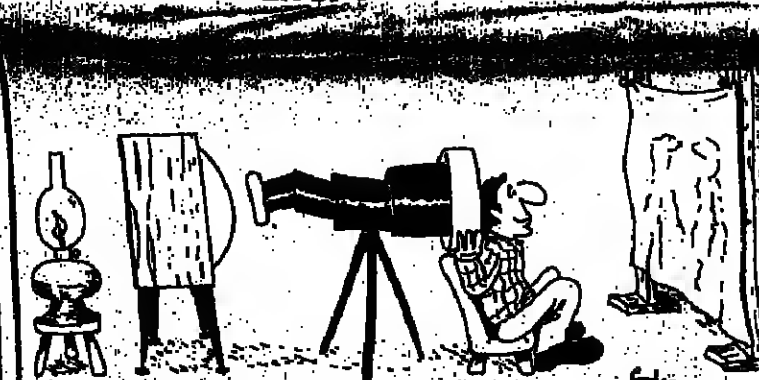
If teachers had the time to devote to courseware development for interactive video, in the way that some do now with CAL, then this kind of teacher-led courseware production might well pave the way for the full-scale development of the medium.

Interactive video is a medium that is expensive in both capital and software development costs. It will require unprecedented cooperation within the educational community. If it is to be successful and used properly, but it has the potential to enhance the educational resources of the classroom and the Learning Resource Centre dramatically.

The widespread use of interactive videodiscs must still be a few years away. This is only the beginning, but the hardware is there, ready and waiting. If the teaching profession wishes to take up the challenge it offers.

DM Laurillard, is Lecturer in Audio-Visual Media at the Institute of Educational Technology, The Open University.

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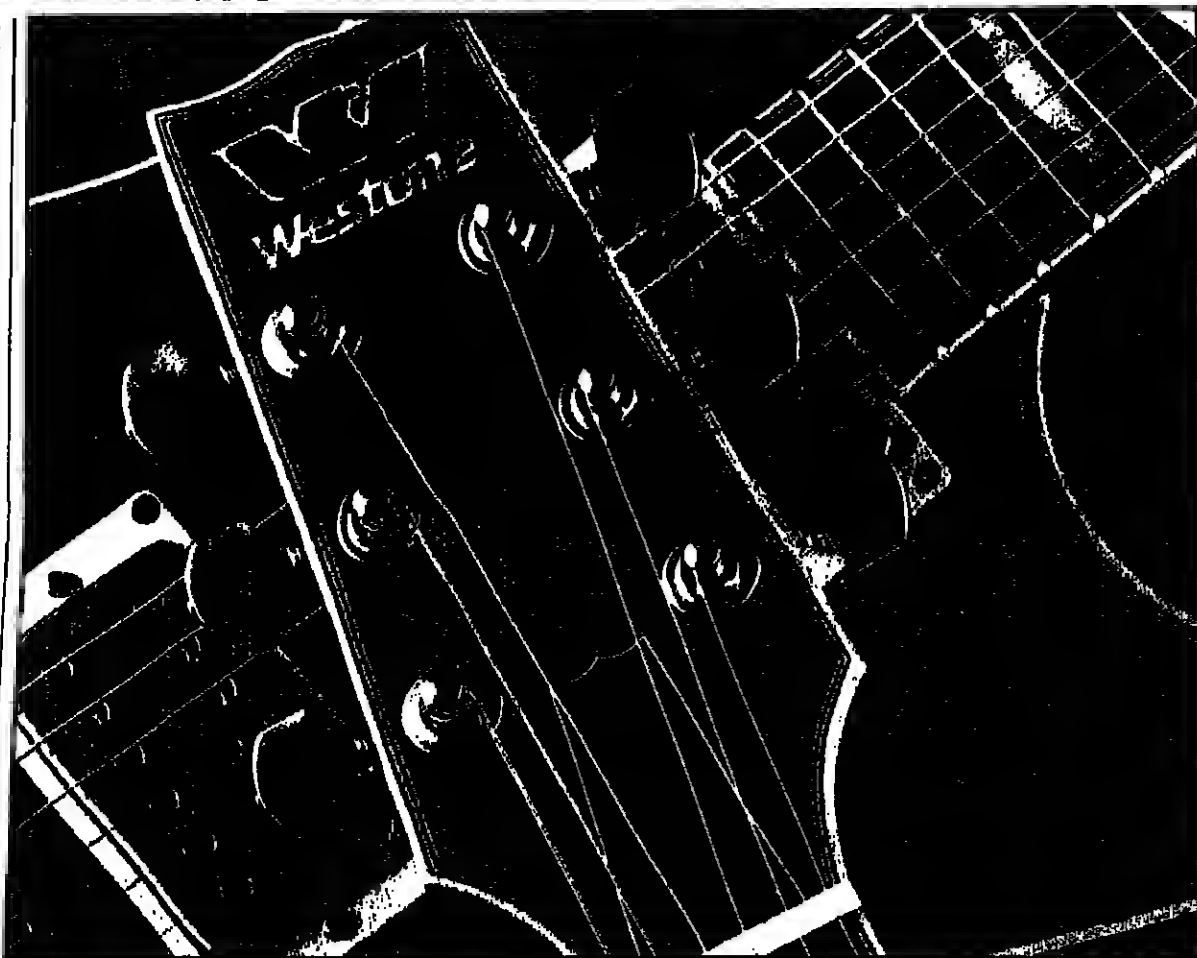
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The Association of Music Industries is promoting October as Guitar Month. Workshops, concerts, competitions and broadcasts are being featured. The month started with a guitar weekend at the Royal Festival Hall with exhibitions and demonstrations of guitar making and playing. Interest in the guitar is thriving and this is reflected in the large number of schoolchildren now playing it.

The main reasons why many children, and parents, choose the guitar are both musical and social. The solo guitar can provide its own harmony particularly in the field of classical music. As an accompaniment to singing it is the ideal instrument. With an electric guitar it is possible to alter dramatically the characteristics of the acoustic instrument and play notes that can be sustained indefinitely and given any degree of loudness. Compared to other instruments the guitar is extremely cheap and portable and a teenage guitarist is socially acceptable to his peers.

There are five basic types of guitar. These derive from the music played on them: classical, flamenco, folk, rock and jazz. As they all share a common tuning, switching from one to the other is possible. It is not unusual to find guitarists in a school who are able to play the acoustic classical instrument and also the solid electric rock guitar. The main plucked instruments encountered in a school are classical, solid electric and folk guitars.

A classical guitar is acoustic, has nylon strings, a round soundhole and a wide fingerboard. The soundboard of a cheap guitar is usually a plywood laminate. The label "solid top" indicates that the guitar's soundboard is made from an acoustically superior solid sheet of wood. Prices for these instruments start at around £50 with the Goyas-Modelo 8 at £57. Prices for guitars made of a wooden laminate (which though poorer musically, are more robust) start at around £25 for a Barnes and Mullins Spanish-made instrument. The Kay-KC333 which represents excellent value is priced at £31.95. A recent trend in cheaper guitars has been the resurgence of



A social note

Eric Hill looks at the guitar, an instrument which is "cheap, portable and socially acceptable"

makes like the Gibson "Les Paul" or the Fender "Stratocaster". Prices range from approximately £60 for a Barnes and Mullins Spanish-made instrument. The Kay-KC333 which represents excellent value is priced at £31.95. A recent trend in cheaper guitars has been the resurgence of

continually. Part-exchange deals are quite common and it is possible to acquire the normally expensive and desired Gibson and Fender models at huge reductions.

For the serious student, the guitar is a solid, non-acoustic body, steel strings, narrow fingerboard, electric pick-ups and almost total inaudibility until plugged into an amplifier. They can be played via a domestic hi-fi, but naturally for group playing an amplifier is necessary, for which prices range from £50 upwards. The power output is expressed in watts and a "combo" amplifier of 60-100 watts will be sufficient to start on. The trend here is towards small, easily portable amplifiers with built-in reverb and distortion units. Peavey, HH, Carlsbro and Roland are names that immediately come to mind for amplification at reasonable cost.

By plugging the guitar into the amplifier via an electronic "effects" box, dramatic alterations in the sound are possible. There is in existence a great range of constantly-changing circuits, from the rather dated "phaser" sound to the current "chorus" double-note effect. To spare the neighbours, the electric guitar can be played through headphones for virtually silent practising.

In contrast to classical guitars the secondhand market for electric instruments and amplifiers is thriving. Players tend to change their equipment

a piezo-electric transducer, (for nylon strings), to feed through an amplifier and increase the volume.

Lack of volume was a problem with the upright string bass. To overcome this the electric bass guitar was developed along with the solid body guitar. It looks very similar although it has a longer neck and only four thick strings which are tuned like the bottom four strings of a guitar at one octave below. Some guitarists move over to this instrument, often in response to what's needed in the school group.

All guitars can be home-made and kits do exist. This process usually works out as comparatively expensive with poor musical results. Altering the pick-ups on an electric guitar can often produce excellent improvements and putting new strings on a cheap guitar can create a difference.

This brief survey can only touch the surface of what is an immense subject. The manufacturers and models quoted are a tiny sample of what is available. A well-stocked music shop is the first place to look, followed by a perusal of regular publications like *Melody Maker*, *Guitar Player*, *The Classical Guitar*, and *Guitar* which aims to cover everything. The guitar is now probably the most desired instrument of all, judged by radio output alone, and a month devoted to it will be warmly welcomed.

Details of instruments supplied by ABC Music, Essex.

Eric Hill is Tutor of the Guitar at Trinity School, Croydon.

New faces

by Jessica Saraga

Parliament and Government
Parliament the Waterdog
A Day in the House of Lords
Fighting an Election
Making a Law
The Work of an MP
Produced by Central Office of Information
Distributed by Central Film Library
Tape/Slide £13 each, Videocassette £3
programme, £20 each

A June election was always on the cards, and if it hadn't been in June it would probably have been in October. There were always going to be new ministers, even if only a shuffled pack of Conservatives. So it seems odd that the Central Office of Information in this project for the Houses of Parliament Education Service should have apparently had such little concern to avoid built-in obsolescence. The last and latest two programmes, produced early this year, perhaps show signs of a slightly more circumspect attitude, and admittedly there is a slip included advising that people and times might have changed a bit.

But teachers will still be left to cope with a Speaker who has retired, identifications of Ministers who are now in different jobs, and shots of the "last election" which are actually now shots of the last election but one. Even the latest programme, *The Work of an MP* turns out to be about the work of an ex-MP, for Bill Pitt (who is also the subject of "Fighting an Election") wasn't re-elected for Croydon North West. It lends a rather poignant note to his last words, "They'll sing us out as quickly as they put us in." as they are overtaken fading by the closing music. But this unwitting irony may not easily be appreciated by the target audience of CSE and non-examination classes.

Despite all this, with suitable forethought and forearming against the problems which might arise from these dislocations, the material could be useful. (Another useful advance exercise is to have the video clip rather than slides plus audiotape, would make it make it clear to classes reared since birth on the moving image, that this video consists entirely of stills.)

The different aspects of the role of Parliament are all clearly elucidated, the commentary is simple and informative, and the recorded excerpts from parliamentary proceedings are well chosen. Cumulatively the series does describe the part played by the legislature in government extremely well, and in terms which can be understood by most teenagers at some point in their school career. In a democracy it is a vital area of education, which doubles the pity that there should be any reason for confusion in it.

The series editor, David Tereshchuk, is careful not to claim too much. He makes it clear that he hopes to "demonstrate that the world could be made to function more efficiently and fairly". One problem, as was apparent with last Tuesday's introductory programme, is who the demonstration is being made to. It is rather general round up of development education in action - a simulation exercise in knowledge, a project researching into the international causes of unemployment in Manchester, the work of "Mexicolore" in schools in London - was aimed at the converted, it is not too much to hope that the demonstration was aimed to catch the possible interest, and commitment of those not already enrolled in the development education lobby, then it was a sad failure.

The two programmes on food will appeal to a slightly wider audience but still fall far short of their potential impact. Of these the first "Food for All" (Oct 25) deals with crucial topics: food as a basic need, as a commodity and as a political weapon. First World War and their implications for the world as a whole, the trade war between the EC and USA in Egypt, the colonial legacy in Senegal, emergency food aid and some possible solutions. There is much useful information in the programme but at an average of three minutes a topic, eight of them in a 25 minute programme, it is too tightly packed for effective communication.

The second programme on food, "Revolution in a Rice Bowl" (Nov 1), is a pity much less. The focus is

What is Arabness?

Peter Mansfield reviews a new Channel 4 series

The Arabs
10-part series for Channel 4
By Video Arts
Mondays 9.00pm

It would be hard to dispute that this series fulfils a need. The forces which have shaped the society of the 160 million Arabs who are Europe's closest neighbours are largely unknown in the West. Yet the contribution of medieval Arab/Muslim civilisation in preserving and developing the Greco-Roman heritage was paramount (figured in Kenneth Clark's *Civilisation* series). For the past century the history and political experience of the Arabs have been closely linked with ours. Western colonial rule has ended but has been replaced by even stronger commercial ties. Yet the Arabs remain essentially mysterious - the subject of offensive caricature and ignorant stereotypes of a kind that are normally applied to other peoples only by overt racists. Islam, which is the dominant gene in the civilisation of the Arabs - even for those who are not Muslims - is equally unfamiliar. The concept, which Muslims take for granted, that Islam is the completion and perfection of Judaism and Christianity seems bizarre or offensive to most westerners.

This 10-part series which began on October 10th, differs from its rare antecedents, such as Anthony Thomas's distinguished quartet of the 1970s *An Arab Experience*, in one important respect. David Collison, the Series Producer, and his eminent advisers, headed by Albert Hourani, have used nine Arab intellectuals - seven men and two women - as writers/guests to each of the program-

mes. The initial disadvantage of unfamiliar pitch of some of their narrative is immeasurably outweighed by the fact that they are sensitive and perceptive Arabs interpreting their own people. In their different ways they have succeeded in coaxing "performances" from hundreds of participants in a way which could never have been achieved by non-Arabs.

Dr Basim Musallam, Professor of History at Pennsylvania University, who opened and will close the series, had the hardest and perhaps impossible task of answering the question: "What is Arabness?" It was inevitable



Less utopias

by Bob Catterall

Utopia Limited
Channel 4
Tuesdays 6.30pm

Utopias are currently in short supply. We need therefore to know what it is that makes the utopia world over which others use utopia to escape. This is one justification for giving the title *Utopia Limited* to ten programmes about food, energy, health and defence. Does the series in fact help to put utopia back on the agenda?

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on the "Green Revolution" in part of the traditional "rice bowl" of Malaysia. But what is at issue is fudged. The increase in production comes through clearly but the impact of the "revolution" on poor farmers is not presented clearly and effectively and the international context of, for example, fertilisers or land reform is not explored.

Later programmes that look at energy, health and arms and the links between all of these with food may make up to some extent for these failings. But the central weakness is a matter of analysis and style.

The underlying analysis treats dominant tendencies as inevitabilities. Thus we are told that in Malaysia "economics" and "modern agriculture" are working against the small farmer. But it is as fatalistic and inaccurate to tell us that as it would be to say that "modern technology" is depriving British people of jobs.

It is not economics or modern agriculture or technology that is working against people but certain economic and technical choices that exclude other possible choices and are made by specific interest groups. The style of the presentation of the series needs to be closer to the actual experience of the poor and dispossessed. It needs to convey the sense of the power struggle between interests.

Once again, as with International Broadcasting Trust's previous series *Common Interest*, the supporting printed material is better than the programmes. The handbook (60 pages in large format with illustrations) is, if still remote from the sense of a power struggle, much sharper and more pointed than the programmes. The weekly programme notes are a very valuable innovation.

With its local study groups, the freedom of its programmes from copyright restrictions, its concern with global issues, IBT is an important venture. But it will have to do better if it is to help to put utopia back on the public agenda.

The handbook and programme notes are available at £2.95 from IBT, 2 Ferdinand Place, London, NW1 8EE. There are reductions in price for bulk orders.

that the answers should be diffuse and sometimes contradictory. But several themes emerged which underlie the whole series. One is that the Arab World of 21 nation states may be politically more divided than it has ever been but in other respects it has become steadily more integrated over the past 20 years.

The shared experience of colonial occupation (of which they see Israel as the surviving expression) provided the common background. Improved communications, the movement of population within the Arab World and the spread of modern standard Arabic have united the Arabs in sentiment and outlook in a way that their political leaders have failed to do. The shame and bitterness of the events of Lebanon 1982 were felt from the toe of Arabia to Morocco on the Atlantic. Indeed a related theme is the feeling among Arabs, ranging from frustration to despair, about their present condition in contrast to their glorious past.

Within the common framework, a rich diversity remains which the series fully exploits, although the temptation to self-indulgent reversion to the physical beauty of much of the Arab World and its inhabitants has been resisted. The localities have been skillfully selected as background to the ideas that are developed.

In part two it is a rich where an aristocratic young Moroccan businessman with a German wife discusses the fusion of traditional Arab values with the modern world. In part three, the attraction of a young *fella* to Cairo - 13th century Ibn Khaldun's "swarming core of humanity" - reveals the ever-growing power of urban values to

colonize the countryside.

In part six life in a village in Central Sudan, pilgrimage centre for a Muslim saint, demonstrates the diversity and unity within Islam. This may upset some orthodox Muslims but to an outsider it explains the growing strength of Islam among Arabs and Africans. In part seven Nadia Hijab, a London-based magazine editor, focuses on a Jordanian family in which the uneducated mother of emancipated daughters has become a successful businesswoman to illustrate the tension between the still powerful family ties and the Arab girls' desire for greater independence. One of the features of the whole series is the self-confident strength of the superficially unliberated Arab women - as well as that of Nadia Hijab herself or the Tunisian judge who appears in her film.

The heart of the series lies in part four on "The World" in which Khalida Said, wife of a leading poet, demonstrates the unique place of language in Arab civilization. Auden used to bewail the loss of contact between poets and the public when they no longer speak the same language. For the Arabs this does not apply as the enthralled audiences at the public poetry recitals show.

The series is not in historical sequence but it has a logical structure. Some initial interest is required but it would be surprising and a pity if anyone with a modicum of curiosity about this quarter of the Third World which is closest to us should not be enticed into watching the whole series. Some of the thoughts it provokes have universal implications: others are relevant only to the Arabs. But they all tend to resound in the mind.

Sniff of death

Hugh David reviews a video on glue-sniffing

Museons
Either 16mm film or the usual videocassette format
Free loan from CFI Vision, Chalfont Grove, Gerrards Cross, Bucks. SL9 8TN. Presenter's guide also available

Apparently, you take a polythene freezer bag, pour a bit of Eosin into the bottom, hold it tight round your nose and nose and just snort. Apparently, there are so many unknowns and imponderables in the whole sordid business of glue-sniffing it is difficult if not impossible to know anything for certain. Uh, or Bostik probably won't just as well; certainly older hands at the game have discovered that a sniff of petrol or even a squirt from a lighter refill also has the desired, momentarily hallucinogenic effect.

Although it has been known in America for a quarter of a century, the "solvent abuse", as it is officially described, is still a relatively new phenomenon in this country. So much so that *Museons* a new information film on the subject produced by the Department of Health and Social Security feels it necessary to go back to basics and describe and even illustrate the messy processes involved.

The 40-minute production uses reconstructed incidents and interviews with a doctor, a child psychiatrist and a social worker in its attempt to show how the caring professions are dealing with the problem. Youths talk about why they sniff glue, the doctor describes the health risks it presents and in the second part of the film the social worker talks about his individual counselling of habitual users. There is also a sequence filmed in a Northampton education teacher school in which a health education teacher uses a classroom discussion and role-play to demonstrate to a class of 13-year-olds the strength of peer-group pressure.



Intended for professionals in the education, health, police, probation and social services (the detailed Presenter's Guide stipulates that "Under no circumstances should the film be shown to an audience containing children or young people") the film is the first part of a Government programme to deal with the problem. The DHSS is currently engaged in a round of research and consultation but Mr John Patten, Parliamentary Secretary for Health has promised a full statement before Christmas.

"The Government is determined to tackle this problem", he said in a speech launching the film. "But it must be handled carefully in the context of the youngsters' background. There are no simple solutions. The main thrust must come from education and persuasion. But understanding the problem is a big step towards coping with it."

At present, as the film makes clear, we are very far from doing that. Even medical evidence on the effects of solvent abuse is inconclusive. There are no figures to establish the extent of the problem - only the depressing statistic that since 1971 solvent abuse has been directly or indirectly responsible for 236 deaths.

briefings

radio & tv

For schools

STARTING SCIENCE
(Monday, 11.22, Thursday, 9.42 ITV)
"Impulse and Impact" is a two part unit for the over sevens who, this week follow steps in the development of the MG Metro. Safety features are explained and, in the classroom, children use an impact meter to evaluate designs for a jeep.

STARTING-OUT
(Tuesday, 9.30 ITV)
The last programme in this series about young people in society. "Them and Us" deals with boyfriends, contraception, leaving home and family support.

WATCH
(Tuesday, 11.00, Wednesday, 14.01 BBC2)
The Muslim festival of Eid-ul-Fitr provides six to eight year olds with an opportunity to look at a different culture, learn special kinds of weaving and study the phases of the moon.

IDEAS INTO ACTION
(Tuesday, 14.20 VHF4)
Evaluation is the major part of the last programme in this series which aims to teach nine to twelve year olds how to put their ideas into practice. They become efficient at "The Christmas Card Game" through organization and specialization.

BRITISH SOCIAL HISTORY
(Tuesday, 14.55 BBC2)
"Shame", a play by David Cook about the Poor Law Amendment Act of 1834 shows 14 to 16 year olds the living conditions of poor people in the early 19th century. Radio History (Wednesday, 14.20 VHF4) explores housing conditions before and after 1851, giving examples of poor and working class accommodation and citing efforts to improve the standard of living in cities.

RELIGIOUS EDUCATION
(Friday, 14.40 VHF4)
Is the Bible true? This programme aims to distinguish between three types of truth found in the Bible - the truth of fact, insight and interpretation. 13 to 16 year olds are given everyday examples of these truths and take part in a simple quiz.

Continuing education

KARL MARX
(Saturday, 20.00 C4)
Stuart Hill examines the long chain of Third World revolutions and the "new Marxists" they have produced. Discusses how Marx's theories have influenced the development of black power, feminism and the peace campaign in the West. On Sunday, (17.45 C4) Wolfgang Leonhard explains what it was like "growing up with Marx" and how his opinions and philosophy of life have changed. Tony Benn (Wednesday, 22.00 C4) asks why there is such hostility to Marx's ideas in Britain today. He suggests that society should only accept those ideas which could lead to a fuller, richer, freer life.

MICROS IN SCHOOLS
(Wednesday, 13.10 BBC2)
An OU programme. The Blackthorn experiment shows the effect on home economics and English lessons at a Northamptonshire school when a kit of microelectronic parts is acquired.

SPEAK FOR YOURSELF
(Friday, 12.55 BBC2)
This English as a second language series continues with help on how to discuss problems with teachers. Other parents may find the advice useful too.

The Edinburgh Turtle is now available from as little as £145*

Educational experts and media artists have built the Edinburgh Turtle as a major breakthrough in teaching. This dome-shaped robot is controlled by the child - moving across the floor in exactly the way it is told. Drawing as it goes, too. By using the Turtle, you can teach your child to write, to read, to learn, to think, to play, to learn and to learn about computer programming at the same time.

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*Please add £10 for P&P and £12.50 VAT.

The Edinburgh Turtle

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notes

RAINBOW THEATRE

A new series of cassette tapes, some with accompanying books, will be launched next month by Rainbow Communications Ltd. The first twenty titles will include four Superstud studios with the cast of the TV cartoon series and four Blackberry Farm tales which are sold with a reading book.

For older children there will be eight Enid Blyton classics, two Wozel Gummidge tapes and two Roald Dahl stories. The publishers say that what distinguishes the Rainbow Theatre series from similar projects is that they are "plays" rather than just read stories. There is a full range of sound effects. Further information from: Rainbow Communications Ltd, 4 Yeomans Row, London, SW3 2AH.

TIME FACTOR

An award-winning film, *The Time Factor*, has been acquired by the Guild Sponsor Services Film Library. Sponsored by Selko, the film covers the history and development of time-keeping. *The Time Factor* was awarded a Certificate of Merit at the 1981 BIFA Film Festival. It is available on free loan from Guild. Sponsor Services Film Library, The Guild Organization, Guild House, Peterborough PE2 9PZ.

TIMETABLING on a 380Z

can save time and improve the quality of your timetable.

Send for details of school administration programs to

TIMETABLE SYSTEMS
39 Somerset Road, Frome, Somerset
Tel: 0373-83748

Classified Advertisements

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Nursery Education

Metropolitan Borough of North Tyneside
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Primary School Education

Metropolitan Borough of North Tyneside
Application form and details available from the Head of the School, 100026

Headships

Metropolitan Borough of North Tyneside
Application form and details available from the Head of the School, 100026

WARWICKSHIRE

LILLINGTON NURSERY SCHOOL
Application form and details available from the Head of the School, 100026

Primary School Education

Metropolitan Borough of North Tyneside
Application form and details available from the Head of the School, 100026

Headships

Metropolitan Borough of North Tyneside
Application form and details available from the Head of the School, 100026

HAMPSHIRE

PETERSFIELD COUNTY INFANT SCHOOL
Application form and details available from the Head of the School, 100026

Primary School Education

Metropolitan Borough of North Tyneside
Application form and details available from the Head of the School, 100026

Headships

Metropolitan Borough of North Tyneside
Application form and details available from the Head of the School, 100026

ISLE OF WIGHT

Head Teacher
Application form and details available from the Head of the School, 100026

Primary School Education

Metropolitan Borough of North Tyneside
Application form and details available from the Head of the School, 100026

Headships

Metropolitan Borough of North Tyneside
Application form and details available from the Head of the School, 100026

HAMPSHIRE

MAYFIELD COUNTY INFANT SCHOOL
Application form and details available from the Head of the School, 100026

Primary School Education

Metropolitan Borough of North Tyneside
Application form and details available from the Head of the School, 100026

Headships

Metropolitan Borough of North Tyneside
Application form and details available from the Head of the School, 100026

HAMPSHIRE

UPHAM C.E. (AIDED) PRIMARY SCHOOL
Application form and details available from the Head of the School, 100026

Primary School Education

Metropolitan Borough of North Tyneside
Application form and details available from the Head of the School, 100026

Headships

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SURREY COUNTY COUNCIL
THROUGHOUT THE COUNTY
Temporary housing may be available
Generous relocation expenses in approved cases.

HEADSHIP
ST ANNE'S COUNTY FIRST SCHOOL, Stanwell
Head Teacher required as soon as possible for this Group 4 First School for pupils aged 5-8 years. Social Priority School. Estimated NOR (January 1984) 134 plus 14 Nursery pupils. Salary scale: £10,572-£11,784 pa. Application form and further details available from County Education Officer, (TP/PEB), County Hall, Kingston-upon-Thames, Surrey KT1 2DQ. Completed applications should be returned not later than 4th November, 1983. Re-advertisement - previous applications considered. (642)

HIGHGATE JUNIOR SCHOOL
North Hill, London N6 4ED
DEPUTY HEAD TEACHER
(Group 3)
Required as soon as possible. Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher. London Allowance £987 payable. Removal expenses - 100% allowed in approved cases. Further details and application forms (see) may be obtained from the Chief Education Officer, Education Office, 48-52 Station Road, Wood Green, London N22 4TY. In which forms should be returned by 4th November, 1983. (883)

Haringey
Progress with humanity
Haringey is an equal opportunity employer. We welcome your application which will be considered on the basis of merit, regardless of race, marital status, sex or any disability you may have.

BUCKINGHAMSHIRE
CASTLES COUNTY FIRST SCHOOL
Application form and details available from the Head of the School, 100026

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CASTLES COUNTY FIRST SCHOOL
Application form and details available from the Head of the School, 100026

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BUCKINGHAMSHIRE
CASTLES COUNTY FIRST SCHOOL
Application form and details available from the Head of the School, 100026

SOMERSET
KINGSTON ST. MARY V.C. PRIMARY SCHOOL
Application form and details available from the Head of the School, 100026

Tameside Metropolitan Borough
EDUCATION DEPARTMENT
ASHTON-UNDER-LYNE PAROCHIAL C.E. PRIMARY SCHOOL
Application form and details available from the Head of the School, 100026

ASHTON-UNDER-LYNE PAROCHIAL C.E. PRIMARY SCHOOL
Application form and details available from the Head of the School, 100026

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
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COUNTY COUNCIL
EDUCATION DEPARTMENT
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LANCASHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
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COUNTY COUNCIL

ORAMWATFIELD HIGH SCHOOL
Hamawill Avenue, Orsettfield
Estate, Hull
Head: N.B. Dickinson, B.A.
M.Ed.
Required for January 1981
temporary for two terms,
teacher of COMPUTER STUDIES
with qualifications that
enables them to take first or
second year 'A' level classes
in Computer Studies. The
appointment would be avail-
able for a recent graduate.

KENT
THE SKINNERS' SCHOOL
Tunbridge Wells, Kent
Voluntary Aided Grammar
School of 990 boys 180 in

The school is well equipped with RML Machines; this provides an excellent opportunity for the twenty-two teachers. Readiness to handle such activities, especially in short, would be a rare commendation.

Apply by letter to Headmaster. The Skinnerville School, Tunbridge Wells, Kent. Curriculum vitae, statement of interests and names of two referees (138656) 1390

Technology

DR. J. L. NOON DOROUGH OF
BROOKFIELD, N.Y.
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Orientation and from
Registered Disabled Persons
Berk is fundamentally
mitted to Multi-Cul
Education in forms
obtainable from the
Teacher returnable within
days. (36540) 132

LINCOLNSHIRE

91R JOHN CLEGG BOY
HIGH SCHOOL
Enabling

ROLL: 780

Required for Jesus

Forma and further contacts available on receipt of \$A from the Headmaster of the school, Holm Gerdene, Spalding, PE 2EO, to whom forms should be returned as soon as possible. t55820. 1381

to be involved in a Pilot
each Computer Studies
to teach Biology

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al referees to the
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ent. Enclose as if
d. Canvassing

(8342)

ty employer

Chief Education Officer, County Hall, Trowbridge 28.
Closing date for applications 14th November, 1983.

LESOLEA
County Council

the school to be returned by
20th October 1965.
We are AN EQUAL
OPPORTUNITY EMPLOYER.
151289

used. Apply to Headteacher
writing with c.v. and name
of two referees (if
e.g.b. please) (3691) (151289)

an equal opportunity employer

an equal opportunity employer

**COUNCIL OF THE ISLES OF
GOVERNMASTER AND
MUNDESLER BORDINO
HOUSE**

Mary's Resident husband and the warden team required for the above establishment provided is extended pupils aged 11 - 18 years attended Comprehensive Salaries - Miscellaneous Scale 11/12 low income model character for three bedroom flat with boarding house. Description of duties and application form may be obtained from the undersigned completed application form

NOTTINGHAMSHIRE
BRAMCOTE SCHOOL
Gemma, Rairford, Nottm.
1846-1900
Resident Head Master/House
keeper required for beginning
of November. Good salary,
boarding and day, 65 hrs
per week, 35 days/holidays. Cer-
tainly a pleasant situation in
pleasant country, situated
on a beautiful road and
near friendly family in-
fluences.

Illustrations in writing
with names of two referees:
Headmaster, T. L.
Rowley, Bramcote School,

SHIFFIELD
SRAU I
 Required by September 1984
 resident bachelor master
 1984 For 3 boys bound
 ders and day pupils The su
 nsaaf applicant will need t
 be a Roman Catholic, and
 other Runby and Crick
 teaching in addition to li
 Diverse subject.
 Applications with c.v. to
 The Headmaster, Mount N
 Mary's College, Spinkhill, V
 Sheffield S31 5YL. 162 1
 18402

Heads of Department

KENT

BENEDICT SCHOOL
Cranbrook

(Independent) : \$70 plus 1
- 181

Renewed in April 1964
HEAD OF DEPT. PHYSIC
EDUCATION Department
Composed of 1st, 2nd, 3rd,
4th, 5th, 6th, 7th, 8th,
9th, 10th, 11th, 12th,
Juniors, Seniors, and
Gymnastics throughout
the year.
School interest in ATHLETICS and TEAM SPORTS.

Other Assistants

BERKSHIRE
PRIOR'S COURT
Chevalier, Newbury,
Rorkshire
Junior School of Kingswood
School, Bath
quitted in January to be
MISTRESS

BUCKINGHAMSHIRE.
CAKOEKE SCHOOL
 Surkinghemshire
 Independent Seeding and
 the English Cattle and
 18 years
 Physical Education Teach
 with Particular Interest
 neural and athlatic pi
 able to trip w increase
 gym, dimes, swimming e
 Apply to the Headm
 tar, 162627 1822

able in return for refraining
 from being bold. Teachers of
 Letters of application with
 curriculum vitae (including
 the names of referees) should
 be sent to the Registrar, OAKOKE
 College, 11, Wilson Road, Koro-
 neersham, Wigan, Lancashire.
 shira 178 285, by 31st Octo-
 ber, 1985. (581535) 1242

GUERNSEY
ELIZABETH COLLEGE
 1700 boys
 Required in April 1984
 fully qualified teachers of
 Science and P.E. Scale
 points 14-16. First appoint-
 ment. Two bursary places

Further details and application forms available from the Principal
1580281 184222



Adult Education

GLOUCESTERSHIRE

ADULT EDUCATION

GLOUCESTERSHIRE

ADULT EDUCATION

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Royal County of Berkshire

Youth and Community Worker

£7,743 to £8,673 pa

Project Contact is a new project aiming to promote, initiate and develop a wide range of youth work for and with the young unemployed. The person appointed will be expected to have some experience in working with young unemployed; the ability to work as part of a staff team and to work in a variety of unconventional ways. He/she should possess some organising and administrative ability and should have the vision to transform ideas into action. Applicants must be qualified Youth and Community Workers or Teachers. Comprehensive in-service training and personal supervision provided. Removal expenses in approved cases. Further details from Mrs R. Shepherd, Tel: Reading (875444), Ext. 3844.

Application forms and job specification from Director of Education (YCS), Shire Hall, Binfield Park, Reading RG2 9XE. Closing date 4th November, 1983.

Work Experience Officer

£5,676-£6,801 (£7,587 if qualified)

The work experience scheme is a well established, vital part of the Blackwell Adult Training Centre's overall programme aimed at increasing the independence

Leicestershire ASSISTANT EDUCATION OFFICER

(SCHOOLS) P02 (S) £12,408 - £13,725

This interesting and demanding post (vacant on promotion and available for Jan or as soon as possible afterwards) covers a varied range of work in schools and in the office and is open to graduates with good teaching and LEA administrative experience.

Applications are also invited from those who, although without LEA administrative experience, have teaching experience at Head of Department level or above.

Please telephone (0533) 871313 Ext. 7178, for further particulars. Casual car user allowance. Assistance with removal expenses in approved cases.

Apply (no forms) giving full details, curriculum vitae and names and addresses of two referees and one S.A.E. to the Director of Education, County Hall, Glenfield, Leicestershire LE3 8NF by 8th Nov.

EQUAL OPPORTUNITIES POLICY

Applications are welcome from suitably qualified and experienced people regardless of race, ethnic origin, religion, sex, marital status or disability.

EDUCATION DEPARTMENT

General Education Adviser

Modern Languages
Soulbury Scale equivalent to Burnham HT Group 8/9

Salary £14,940-£17,268 p.a. inc.

Applications are invited for this important and challenging post in the Education Advisory Service. In addition to having pastoral responsibility for at least two groups of primary and/or secondary schools, the person appointed will have particular responsibilities relating to the Local Education Authority's policy on the teaching of modern languages in schools and other education establishments.

In addition to possessing a relevant teaching qualification and having a number of years teaching experience, the successful applicant should be able to demonstrate a detailed knowledge and understanding of this specialist field. Experience of working in a multi-cultural area would be an advantage. In this post where the Adviser will develop policy on language teaching, including provision for Asian languages.

Further details and application forms may be obtained from the Chief Executive, Town Hall, East Hill, E6 2HP quoting ref. ASK 8337. Closing date for applications: 4th November, 1983.



DIOCESE OF LONDON

Applications are invited from lay or ordained persons with appropriate qualifications and experience for the post of

DIOCESAN FURTHER EDUCATION OFFICER

The salary for an ordained person will be the standard diocesan rate for incumbents or deacons plus accommodation (area of rent and rates), and for a lay person at an appropriate point on a scale from £8,000 to £12,000.

Further information and applications (to be returned by 7th November) may be obtained from the Revd. Prabendra Eric Tinker, 26 John Street, London WC1N 2BL.

NATIONAL UNION OF TEACHERS

ASSISTANT ADMINISTRATIVE OFFICER (SPECIAL/MIDDLE EDUCATION)

Applications are invited for the above vacancy in the Education Department. The successful candidate will be involved in assisting with the preparation of papers, draft policy statements and other documentation on matters of current educational concern, particularly in the field of special education, middle school education and aspects of primary education. The person appointed will be responsible to the Senior Officer of the Union's Education Department.

A knowledge and understanding of the education system of England and Wales is essential, while teaching experience would be an advantage. In addition, applicants should be able to demonstrate research, analytical and communication skills to a high level.

Salary: £7,578-£9,030 inclusive of London Allowance. LVE: 60 pence per day. Four weeks' annual leave, plus generous leave at Bank Holidays. Compulsory Contributory Superannuation Scheme.

Application forms and a job description are available from: The Senior Officer (Admin), National Union of Teachers, Hamilton House, Mabledon Place, London WC1H 9SD. Tel: 01-332 4445. Ext. 118. Applications should be returned by 7th November 1983.

ADMINISTRATIVE continued

GLASGOW

UNIVERSITY OF GLASGOW

PERSONNEL OFFICERS

(£11,160 - £14,125)

Applications are invited for the following two posts in the University's Personnel Service:

1. Personnel Officer (Academic) Responsible to the Director of Personnel Services for personnel matters in relation to academic and related staff. Experience of, and an interest in, computerized resources would be an asset.

2. Personnel Officer (Non Academic)

Responsible to the Director of Personnel Services for personnel matters in relation to non-academic staff. Experience of, and an interest in, computerized resources would be an asset.

Both posts are important and will involve a wide range of responsibilities. The successful candidate will be required to have a minimum of five years' experience in a similar post.

Further particulars are available from the Secretary of the University of Glasgow, Glasgow G8 3QA, to whom applications should be submitted on or before 15th November 1983.

The names and addresses of three referees should be forwarded.

In reply please quote Ref. No. 515 T. 15850000

Child Care

SUSSEX

SENIOR RESIDENTIAL SOCIAL WORKER

Required at this post is a person with a minimum of 5 years' experience in child care and education for 45 and 16-18 year olds. The successful candidate will be expected to take responsibility for a group of girls, and all their educational needs. Qualifications and experience desirable.

Full details, including job description and application form, on request. Enquiries to: Mr. J. G. Clark, The Careers Office, St. Vincent's School, 80, St. Vincent's Road, St. Leonards-on-Sea, Sussex. Closing date for applications: 9th November, 1983. 1580000

Educational Psychologists

DURHAM

PSYCHOLOGIST

We are looking for a qualified and experienced educational psychologist to join our team. The successful candidate will be responsible for a wide range of educational and psychological services for the county's schools and other education establishments. The post involves a high level of responsibility and a commitment to the highest standards of professional practice.

The newly appointed person is expected to have a minimum of five years' experience in a similar post. The successful candidate will be required to have a minimum of five years' experience in a similar post. The successful candidate will be required to have a minimum of five years' experience in a similar post. The successful candidate will be required to have a minimum of five years' experience in a similar post.

This appointment is for two years with the possibility of extension. (158155) 600000

British Standards Institution

Technical Education Officer

Salary c.£9,000 p.a.

An opportunity to join the Technical Education Section of the Education Department. The Education Section have a special role in promoting awareness of British Standards, their application and philosophy at all levels of education. The job combines variety and creativity in a wide range of educational, information and PR activities. These include writing education material for use in schools and colleges, public speaking, publicity activities and forging constructive links with technical and educational organizations.

The current vacancy focuses on technical education. Applicants should possess a degree or equivalent in a technical or scientific subject, together with a recognised teaching qualification and at least three years teaching experience to secondary level or above. An informed interest in education and industry is essential.

Benefits include an incremental salary structure; 5 weeks holiday and contributory pension scheme. For further information and an application form, applicants are invited to contact:-

MS E. MACARTHUR, Senior Personnel Officer
British Standards Institution
2 Park Street, LONDON W1A 2BS
Telephone: 01-429 9000

NORFOLK Educational Psychologist

Salary: Soulbury - Burnham £10,851-£14,253

To join the team of the Southern Area based at Thetford and to cover the full range of psychological work in schools and with pre-school children.

Applicants should have an honours degree in psychology, teaching experience and appropriate professional training. Essential car user allowance payable. Removal expenses and lodging allowance paid where appropriate. (Previous applicants need not re-apply).

Application forms and further details on receipt of see from the County Education Officer, Room 5, County Hall, Mermaid Lane, Norwich, NR1 2DL. To be returned by 4th November, 1983.

HAVERING

LONDON BOROUGH OF HAVERING EDUCATION DEPARTMENT EDUCATIONAL PSYCHOLOGIST

£10,497 - £14,253 plus

London weighting. A temporary vacancy exists from January 1984. Applicants will be expected to undertake the full range of educational and psychological work as a member of a team of seven psychologists working within the Education Service and closely linked with the Advisory Team.

Applicants should be qualified, experienced teachers, who have a good knowledge of educational psychology and a recognised post-graduate training in educational psychology. Application forms available on request. Closing date: 2nd November 1983. 1580000

Educational Psychologists

DURHAM

PSYCHOLOGIST

We are looking for a qualified and experienced educational psychologist to join our team. The successful candidate will be responsible for a wide range of educational and psychological services for the county's schools and other education establishments. The post involves a high level of responsibility and a commitment to the highest standards of professional practice.

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This appointment is for two years with the possibility of extension. (158155) 600000

Cheshire

PRINCIPAL

P02b/c £13,395-£15,357

Redeande Assessment Centre and St Joseph's Community Home with Education - Crewe and Nantwich

As part of the planned development of our Children's services, our Assessment Centre, Redeande and our Community Home with Education, St Joseph's are to be combined in a new multi-disciplinary centre offering both assessment and treatment to 88 boys and girls needing integrated care and education.

The Principal will

- contribute to the planning and lead staff through a period of change, establishing a corporate multi-disciplinary management team and the philosophy and style of the new centre.

- need to have a sound professional background in teaching and/or child care, and a proven record in the management of services for disturbed children.

- be a member of the management team of the Crewe and Nantwich Social Services District, and will have opportunity to contribute to the development of services for children both within that District and across the County.

For an informal discussion about the post, please contact Miss Audrey Parker, Deputy Director for Social Services telephone Chester 603203.

APPLICATION FORMS AND FURTHER DETAILS AVAILABLE FROM THE DIRECTOR OF SOCIAL SERVICES, CHESHIRE COUNTY COUNCIL, COMMERCE HOUSE, HUNTER STREET, CHESTER, TELEPHONE 056236.

CLOSING DATE 4th NOVEMBER, 1983. (158155)

For an informal discussion about the post, please contact Miss Audrey Parker, Deputy Director for Social Services telephone Chester 603203.

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Examiners

GOLCHESTER

EAST ANGLIAN EXAMINATIONS BOARD for the Certificate in Secondary Education

Applicants are invited to apply for the post of Chief Examiner for the Certificate in Secondary Education. The successful candidate will be responsible for the examination process and will be expected to undertake the full range of examination work as a member of a team of seven psychologists working within the Education Service and closely linked with the Advisory Team.

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